

DOCUMENT RESUME

ED 099 809

CS 001 529

TITLE Nuts and Bolts of Reading: Ideas and Resources for
Language Arts Teachers 7-12.
INSTITUTION Nashville - Davidson County Metropolitan Public
Schools, Tenn.
PUB DATE Aug 74
NOTE 185p.
EDRS PRICE MF-\$0.75 HC-\$9.00 PLUS POSTAGE
DESCRIPTORS *Curriculum Guides; *Language Arts; Reading; *Reading
Instruction; Secondary Education; *Teaching
Techniques
IDENTIFIERS Nashville; Tennessee

ABSTRACT

This book is intended as a sourcebook for secondary language arts teachers of grades 7-12. Presented in the book are a variety of ideas based on different learning modalities. Bulletin board suggestions, games, teasers, fillers, plans, puzzles, illustrations, and activities are included to motivate students to want to read. The format of each division includes a rationale, a concept statement, and activities. Marginal notes are provided for quick reference. The information in the resource section and appendix is cross-referenced. Much of the book is concerned with specific teacher techniques. (WR)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Nuts and Bolts of Reading

Ideas and Resources for Language Arts Teachers 7-12

nuts and bolts of reading: Ideas and Resources for Language Arts Teachers 7-12 is a publication of the Language Arts Department of the Metropolitan Nashville-Davidson County Public Schools, Nashville, Tennessee.

Printed in August, 1974

ED 099809

CS 001 529

Board of Education. Public Schools of
Metropolitan Nashville-Davidson County.

C. R. Dorrier, *Chairman*
Frank P. Grisham, *Vice-Chairman*
Mrs. John Adkins
W. W. Benz, Jr.
L. C. Biggs
Paul Cohn, Jr.
Isaiah T. Creswell
W. J. Harbison
Mrs. C. F. Mager

Dr. Elbert D. Brooks, *Director of Schools.*

Dr. Charles B. Watts, *Assistant Superintendent for Program and Staff Development.*

Morris Estes, *Director of Secondary Education, District II.*

Dr. Dolphus Spence, *Director of Secondary Education, District I.*

Edmond M. Tipton, *Director of Secondary Education, District III.*

BEST COPY AVAILABLE

The Contributors.

James E. Blackwell, Jr.

Gene O. Cunningham

Dorothy S. Jones

Edna W. Minaya

Mary Betty Uhles

Helen S. Watson

Wanda S. Hudson, *Coordinator and
Editorial Consultant*

Mrs. Elizabeth K. Burgess, *Supervisor for
Language Arts.*



What do we believe? We believe that every student has the right to read, that the inability to read robs a child of his worth.

We believe that every student can be a reading person, that reading contributes directly to his becoming a thinking and doing person.

We believe that there is no single method for teaching reading which will reach every student, that a student should experience different methods whenever necessary.

We believe that reading is much more than breaking through a print barrier, that it is bringing experiences to the printed page as well as taking meaning from it.

We believe reading affects the direction and scope of human life, that it deals with more than recognizing sounds or decoding symbols.

We believe that the teaching of reading is complex, that every assistance possible should be afforded teachers in helping them to provide students with varied learning experiences.

We believe that the effective teaching of reading not only provides methods in how to read but also instills in students a desire to want to read.

We believe that the teaching of reading is a responsibility which the school accepts not for one period a day, nor for some selected students, but for all students to last them for as long as they live.

Reading, for us, then becomes not a way of learning certain things, but rather a certain way of learning many things.

Why do we have this book? It's for stretching the mind, for reading is much more than a primary activity. It is an interrelated skill in the total Language Arts curriculum.

Already you have been busy developing with your students a reading community which proclaims that there is a rightness about reading. Now, this book comes to supplement your own ideas.



Who are the writers? You have asked for specific help in enriching, in extending, in strengthening the reading instruction you have started. In order to meet your requests, we, the writers, were selected because we--like you--are classroom teachers who have been trained in the teaching of *English*. We do not pose-as reading authorities.

We have experienced the same frustrations the same needs, the same hopes of becoming more able classroom facilitators.

And we are, above all else, believers in the teaching of reading.

BEST COPY AVAILABLE

What is this book? It is a practical sourcebook for secondary Language Arts teachers who recognize that their degree of competency in developing reading skills often regulates the potential achievement of their students.

Presented here is a variety of ideas, based on different learning modalities. Bulletin board suggestions, games, teasers, fillers, plans, puzzles, illustrations, and activities are included to whet the appetite and motivate the student to want to read.

The general format of each division includes a *rationale*--the basis for inclusion; a *concept statement*--a generalization of an idea, and *activities* to involve students with pleasurable reading experiences.

Marginal notes are provided for quick reference. The wealth of information in the *resource section* and *appendix* is cross-referenced and invites careful reading.

Experience has shown that classroom teachers do not respond well to vague generalities; therefore, the major portion of the book is concerned with *specifics*.

Because this publication is a joint effort of a committee, it reflects a collective position. What is contained here is not an end in itself; it is a beginning. For in our role as teachers, we are creators of situations rather than dispensers of knowledge.



TABLE OF CONTENTS

BEST COPY AVAILABLE

INTRODUCTION

i-xiii

Acknowledgements...i Exordium...v The
Why and Who...vii The What...ix

SPECIFICS

1-112

Facilitating Terms...1 Diagnosis...9 Voca-
bulary/Word Acquisition...21 Vocabulary/Word
Building...33 Vocabulary/Contextual Clues...45
Vocabulary/Expansion...52

Comprehension/Basic Skills...61 Comprehension/
Verbal Seriation...65 Comprehension/Thinking
Critically...67 Comprehension/Interpretive
Skills...83 Reading/Appreciation...93

Work-Study/Logical Reasoning...99 Work-Study/
Information Gathering...106

RESOURCES

113-130

Activity-Oriented...113 Teacher-Oriented...115
Professional Journals and Organizations...121
Equipment Recommendations...123 Personnel Ser-
vices...123 Publishers and Addresses...126

APPENDIX

131-191

Reading Skills/Sequence...135 Diagnosis/Dolch
Basic Sight Vocabulary...136 Diagnosis/Informal

TABLE OF CONTENTS

BEST COPY AVAILABLE

APPENDIX...

Reading Test..138 Diagnosis/Oral Reading Tests..140
Diagnosis/Silent Reading..151 Diagnosis/A Cloze
Test..158 Diagnosis/Standardized Tests..161

Vocabulary/Hand Tachistoscope..163 Vocabulary/
Phonetic Generalizations..164 Vocabulary/Instant
Word Attack Kit..167 Vocabulary/Common Prefixes,
Suffixes, Roots..177

Comprehension/Clear-Thinking Chart..179 Compre-
hension/Thinking Critically..180

Reading/Fogg Readability Scale..181 Reading/
Directed Reading Lesson..184 Work-Study/SQ 3R..180

Reading/Reading Interest Inventory..186 Reading/
Ways to Share Books..187 Reading/Bulletin Board
Ideas..191



The following definitions may be helpful in clarifying some of the terms used throughout this resource.

Affective domain. Learning which deals with the area of feeling and emotions, such as interests, attitudes, and appreciation.

Auditory discrimination. Ability to distinguish between the sounds of spoken words or word elements. This is a basic skill in word recognition, and for many students it requires special instruction and practice.

Basal reader. A graded series of books intended to supply the core materials for the development of reading skills.

Blend. In phonics, a consonant blend is a group of two or three consonants which, when spoken, blend together to make one speech sound but still do not lose their separate identity. Examples of consonant blends are bl, gr, st, spl, thr. There are also vowel blends as oi, ou, commonly called diphthongs.

Closure. Filling in a missing word to complete a sentence. This is a special meaning as used in describing a procedure employed in a certain kind of test for checking comprehension. It is a fairly new use of the word in reading instruction.

Corrective reading. The term used to designate the type of work done with the less seriously affected cases of deficiency in reading, those who perhaps are retarded only a year or so in terms of potential, who apparently have no deep-seated causes of difficulty, and who respond readily to treatment. In contrast see remedial reading.

S
p
e
c
i
f
i
c
s

Critical reading. The kind of reading in which the individual uses such thinking processes as questioning, analyzing, comparing, reasoning, judging, evaluating, and perceiving relationships. The term has come into wide usage recently and in many instances it is misused. As a currently popular term, it is being mistakenly applied to all kinds of reading as generally as the broad term comprehension might be used.

Decoding. The procedure that a student uses in working out the pronunciation of unfamiliar words in reading. This term is often mistakenly associated with the use of phonics only. It applies, however, to any or all techniques designed to develop independence in word recognition such as the use of the initial teaching alphabet, the regular spelling approach of the linguists, the diacritical marking system, even unique procedures which students themselves invent.

Developmental reading. Reading as normally taught to groups of students in terms of their development from grade to grade as they pass through the school system.

Diffidence. Self-consciousness.

Digraphs. A combination of two letters which produce one speech sound. There are consonant digraphs such as sh, ng, and vowel digraphs such as oa, ai.

Diphthongs. Two vowels so blended that they represent a single speech sound but do not lose their identity as oi, oy.

Discovery method. A mode of learning in which a student makes a generalization based on a variety of examples from materials provided by the teacher.

Dolch Word List. A list of 220 words that comprise about 50% of all intermediate reading material. Words on this list are often called service words.

Dyslexia. A term coined by the general public to mean a specific language disability based on neurological factors. Because the concept is so nebulous, most authorities advise continuing efforts to help the student who has severe reading problems but avoiding the term.

Individualized instruction in reading. An organized pattern of instruction dealing with individual needs of students. Individual tutoring, although desirable, is not implicit in this type instruction.

Informal reading inventory. An informal test to appraise a student's level of competence in reading materials of known levels of difficulty. The inventory is informal because the procedure is not standardized. Informal tests appraise the individual's level of competence in reading certain graded material.

Instructional level. The level at which a student can be profitably and comfortably instructed. This level is usually determined by an informal inventory.

Kinesthetic method. A method for teaching reading which makes use of visual, auditory, and tactile (touch) modes of learning.

Language-experience approach. A method in which reading is taught as it is interwoven throughout the fabric of the over-all communication complex. Students read content growing out of their own experiences. The method integrates composition, spelling, handwriting, and reading.

Literacy. The quality of being able to read and write.

Morpheme. A language element that conveys a meaning. Morphemes may be free, occurring as whole words; or bound, found only as parts of words, as in the case of prefixes and suffixes. Morphemic analysis is analysis of words into their morphemic units, such as roots, prefixes, and suffixes.

Nonreader. An individual that cannot read at all. This term is used much too indiscriminately when applied to students who are poor readers. It is not unusual to hear a teacher in a grade beyond the first say that she has one or more nonreaders in her class. It is rare indeed to find a student who has been in school for one or two years or more who is a nonreader. He may be reading at pre-primer level, he may know only a few words, but the chances are strong that he is not an absolute nonreader.

Phoneme. The smallest unit of sound within a language. In the word cat there are three phonemes c/a/t. This term was recently borrowed from the linguists. It enriches the reading vocabulary and proves useful in many ways.

Phonetics. A set of techniques to identify and describe the differences in sound features in a language. Phonetics had been concerned largely with the physical differences that characterize each of the vocal sounds. This term is appropriately used in the field of speech and mistakenly used by many in the field of reading.

Phonics. The association of speech sounds with letters or groups of letters to aid students in pronouncing unfamiliar words in reading.

Primer. The first book of a graded series of reading textbooks. This book comes after reading readiness materials are completed.

Readability. An objective measure of the difficulty of printed material. Several readability formulas have been developed for use in assessing levels of difficulty in books or selections.

Reading expectancy. An informed estimate of the level of reading ability most constant with the relevant facts known about the individual. These facts should include measures of verbal and nonverbal intelligence, age, amount of schooling, familiarity with standard English, and adequacy of sociocultural background. The terms reading capacity and reading potential are sometimes used with the same meaning as reading expectancy.

Reading rate. The speed at which material is read. There are four generally recognized reading rates. They are skimming rate, rapid reading, normal rate, and careful rate. It is important to teach students to adjust reading rate or speed to the type of reading they are doing. Flexibility is necessary for good reading comprehension.

Reading readiness. A student's state of maturation for undertaking the process of reading. This readiness is brought about through the experiences of childhood coupled with the teacher's preparation of the student for what he is to learn. Reading readiness is essential to success in reading at all levels.

Remedial reading. Instruction provided to students seriously retarded in reading, who need highly specialized diagnosis and intensive treatment. It often takes a comparatively long period of treatment for such students to attain their mental potential in reading achievement. They are usually taught individually, or in small groups having the same types of difficulties, in a reading clinic or in a special reading room in a school. This instruction should be given by a reading clinician or a well-trained reading specialist. The term remedial reading often is used indiscriminately to designate any student having difficulty with reading, whereas distinctions should be made.

Reversals. Words or sentences which are read backward as saw for was, or The cat saw the dog for The dog saw the cat. Reversals have been much exaggerated in their importance as a troublesome factor in teaching reading. In first grade, they usually occur because of immaturity and disappear at or before second grade as reading growth takes place. If reversals persist, however, they may be due to a variety of causes which should be diagnosed and corrected. Nevertheless, even in remedial cases, reversals occur in a very small percentage of students.

Structural analysis. The process of analyzing a word into the units that make up its structure or that change its meaning. This term is frequently confused with phonic analysis in which students are taught to analyze words into sound elements. In structural analysis students are taught to identify the structural elements in words such as contractions, possessives, inflectional endings, syllables, prefixes, and suffixes.

Study skills. Skills needed especially when studying in the content fields. The most common study skills are selection and evaluation, organization, recall, location of information and following directions. There are also specialized factors affecting study in the different subject fields which are now being given special attention in reading instruction.

Visual discrimination. Ability to distinguish the likenesses and differences in the visual appearance of words. This ability coupled with auditory discrimination are essentials in learning to recognize words.



RATIONALE

Before a student is capable of reading efficiently, he must have developed certain minimal basic reading skills. If he is lacking in any of these basic skills, he will have difficulty in learning subject matter by reading. The aim of the diagnosis of reading difficulty is not so much to be able to say that one particular factor is the cause of failure, but to learn as much as possible about all the causal factors and correct as many contributing conditions as possible.

The basic skills include the following:

- . An adequate sight vocabulary of the most common words in English.
- . Word recognition and pronunciation skills.
- . The ability to use a dictionary independently and successfully.
- . The ability to follow written and oral directions.
- . An understanding of the meaning of a large number of vocabulary words.
- . The ability to get meaning from what is read.
- . The ability to organize mentally and to outline material read to ensure future recall and application of knowledge.
- . Some knowledge of how to establish purposes for his reading.
- . The ability to adjust speed of reading according to experience and to determine the reasons for difficulty in managing material being read, along with realizing the purpose for reading.

- . The ability to use the index, table of contents, glossary, and author's clues found in a textbook.
- . A knowledge of when to use additional reference materials.
- . The ability to use the library and its reference materials.

*Suggested
Activities*

1. Compile a diagnostic inventory based on an English literature textbook. Use 34-40 questions designed to measure the following reading skills in the proportions shown below. (A student is considered to be deficient in any one specific skill if he answers more than one out of three questions incorrectly, or more than two incorrectly when there are more than three questions measuring a specific skill.)

A. Parts of the book (total of 3 questions)

1. Table of contents
2. Index of titles
3. Glossary
4. Biographical data
5. Introductory paragraph to story

B. Vocabulary needs

1. Meaning (7-9 questions)
 - a. General background of word meanings
 - (1) Selection of correct meaning from several dictionary meanings
 - (2) Antonyms, synonyms
 - b. Contextual meanings
2. Word recognition and attack (14-15 questions)
 - a. Dividing words into syllables
 - b. Designating the accented syllable

- c. Noting and giving the meaning of prefixes and suffixes
- d. Changing the part of speech of a word (noun to verb, adjective to adverb, etc.)

- C. Comprehension (11-12 questions)
 1. Noting the main idea
 2. Recalling pertinent supporting details
 3. Drawing conclusions, inferences
 4. Noting the sequence of ideas

- D. Reading rate
 1. Select a passage from the book
 2. Have student note the time it takes for reading the selection
 3. Figure reading speed in words per minute

Example: Words in selection: 4000

Time to read: 10 minutes

$$\frac{4000}{10} \text{ equals } 400 \text{ words per min.}$$

NOTE: Time may be recorded by the student, noting clock time for starting and stopping; or by teacher, recording time on the blackboard every 30 seconds (1', 1'30", 2', etc.)

- E. Skimming to locate information (2-5 questions)
Use a selection -- not more than 4 pages -- different from the one used for comprehension and speed purposes

2. Administer the diagnostic inventory

- A. Explain the purpose of the inventory and the reading skills it is designed to measure. When the inventory is given, advise the students which skill is being measured.
- B. Read each question twice.
- C. Ask the questions on the use of the parts of a book first. (Students will use their books.)
- D. Introduce the reading selection, establishing necessary background on the topic and giving the students a question to guide their reading.
- E. Allow the students to read the selection silently. Note and figure their speed.
- F. Ask the questions on vocabulary. (Students will use the book for questions measuring ability to determine meaning from context. They will not use the book for other vocabulary questions; these should be written on the blackboard.)
- G. Skimming. Use a new selection. Books will be used.

NOTE: This inventory, being administered to a group, does not establish a grade level. Nonetheless, anyone scoring above 90% may be considered to be reading material too easy for him. Anyone scoring below 65% may be considered to be reading material too difficult

DIAGNOSIS. . . .

BEST COPY AVAILABLE

for him. If the material is suitable, the scores should range between 70-90%.

Parts
of a
Book

Sample Form of Inventory

1. "On what page does the unit (section) entitled 'Exploring One World' begin?"
(Determines knowledge of table of contents)
2. "What section of your book would you use to find out something about the author of a story in the book?" (Determines knowledge of section biographical data)
3. "In what part of the book can you find the meaning of a word that you might not know?"
(Determines knowledge of glossary)
4. "What is meant by the word *crab* as it is used in the story (line ____, column ____, page ____)?"
5. "What is meant by the word *eliminated* (line ____, column ____, page ____)?"
6. "What word means the opposite of *temporary*?"
7. "Use another word to describe the coach when he looked amazed."
8. "Circle below the proper meaning of the word *entice*."
 - a. to lure, persuade
 - b. to force
 - c. to ask
 - d. to caution

Vocabulary

Contextual
Meaning

Synonyms and
Antonyms

General Knowledge
of Meaning

Word Recognition:
Syllabication,
Accents

Prefixes
and
Suffixes

9. "Circle below the proper meaning of the word *initial*."
- a. the last or end
 - b. the beginning or first
 - c. the middle
 - d. a letter of the alphabet

10. "Circle below the proper meaning of the word *rectify*."
- a. to do wrong
 - b. to make right
 - c. to destroy
 - d. a priest's home

"Divide the following words into syllables and show which syllable is accented by underlining the accented syllable":

- 11-12. eliminated
- 13-14. amazed
- 15-16. undemocratic
- 17-18. fraternities

- 19. "What does the prefix *un-* mean as used in *undemocratic*?"
- 20. "What is meant by *pre-* in the word *prescription*?"
- 21. "Change the verb *astonish* to a noun."
- 22. "Change the noun *boy* to an adjective."
- 23. "Change the adjective *democratic* to a noun."
- 24. "Change the adjective *slow* to an adverb."

Comprehension

25. "What is a _____?"
"What happened when _____?"

Main Ideas

- 26-27. (Utilize questions that are applicable here; ask for only the main points of the story.)

Details

- 28-30. (Utilize questions concerning specific bits of information about the principal characters or ideas of the material.)

Drawing
Conclusions;
Inferences

- 31-33. (Construct questions whose answers are not completely found in the textbook. Use questions beginning with "Why-" or those requiring the student to make comparisons, or predict what may happen; e.g., "Why did Bottle imagine he could perform such astounding athletic feats as setting the state high school record in jumping?")

Sequence

- 34-35. (These questions may be omitted. Ask "What happened as a result of _____," "What steps did the police use to solve the mystery," etc.)

Skimming

- 36-37. (Utilize questions designed to have the pupil locate some specific bit of information.)

3. Three easy methods of testing for reading level of students:

- A. Select a passage near the beginning of a book and ask the child to read aloud. If he makes more than five errors in one hundred words, he probably needs an easier book to read.

- B. Pronounce words here and there on selected pages and ask the pupil to point to them. (This test can be used as a test of word recognition.)
- C. Make a word list by choosing every fifth word from the vocabulary list of a given book. (If there is no word list, the teacher may pick at random some words in the book.) Ask the child to pronounce and give the meaning of each word. He may do this by using the word in a sentence. If he can pronounce and knows the meaning of twenty of the twenty-five words in the test or forty of the fifty-word test, he probably can read adequately from that book.

4. Suggested steps in reading diagnosis:

- A. Administer the child the San Diego Quick Assessment Test. (APPENDIX, p.138.) Start the child on the word list which you feel is appropriate. For example, if the student is a very slow reader, you might want to start with WORD LIST 2 or 4. Continue to have the student read from the graded word lists until he misses two words. The child should be able to read material on the level of the word list just below the list where he made two errors.
- B. Have the child read from the oral reading graded selections. His stopping place on the WORD LIST will determine where he begins reading on the oral selections. Mark the types of errors he makes as he reads in order that you can teach what he needs to learn and not reteach something he already knows. (See, "System of Marking Errors," APPENDIX, p.140 .) The oral reading will help the teacher analyze the types of reading errors made, such as ignoring punctuation, skipping or inserting words, or reversing words read.

- C. Administer the silent reading paragraphs (APPENDIX, p. 151) or the Cloze Test (APPENDIX, p. 158) may also be used at this time to check for silent reading skills. The reading may be timed or untimed. This is left to the teacher's discretion. Translation, the ability to use synonyms, evaluation, the ability to make value judgments, and synthesis--the ability to find new solutions--can all be analyzed from reading the paragraphs.

5. Aaron Phonics Inventory.

Name: _____ Date: _____

- A. With what sound does each word begin? (Show card with words on them.)

- | | | | |
|---------------|---------------|------------------|------------------|
| 1. bait _____ | 6. hand _____ | 11. nest _____ | 16. toy _____ |
| 2. cat _____ | 7. jail _____ | 12. parrot _____ | 17. vase _____ |
| 3. dog _____ | 8. kite _____ | 13. queen _____ | 18. water _____ |
| 4. fan _____ | 9. lamb _____ | 14. rat _____ | 19. yellow _____ |
| 5. goat _____ | 10. man _____ | 15. sand _____ | 20. zebra _____ |

- B. Pretend these are words. Pronounce them. (Show card with one column at time. Record a + in blank if correct; enter the phonetic spelling if the word is called incorrectly; note "N.R." if the child does not respond.)

- | | | | |
|---------------|--------------|---------------|--------------|
| 1. mage _____ | 3. tac _____ | 5. dar _____ | 7. cil _____ |
| 2. cail _____ | 4. ta _____ | 6. dall _____ | 8. gim _____ |

- | | | |
|-----------------|-----------------|----------------------------|
| 9. bime _____ | 17. blete _____ | Final e _____ |
| 10. droac _____ | 18. glay _____ | Double vowel _____ |
| 11. flur _____ | 19. tes _____ | Closed syl. _____ |
| 12. flo _____ | 20. te _____ | Open syl. _____ |
| 13. lur _____ | 21. flir _____ | neither long nor |
| 14. rau _____ | 22. faw _____ | a controller short |
| 15. cym _____ | 23. cet _____ | a has some sound |
| 16. gyn _____ | 24. geb _____ | l, u, w when followed |
| | | Soft c (sound as s.) |
| | | (sound as j) |
| | | Soft g influenced by e & i |

Response: rapid _____ moderate _____ slow _____

C. Pretend these are words. Pronounce them. (Show card with one column at time. Record a + in blank if correct; enter the phonetic spelling if miscalled. Look at the initial part of the word only.)

- | | | | |
|---------------|----------------|----------------|----------------|
| 1. chud _____ | 8. blad _____ | 15. frid _____ | 22. skod _____ |
| 2. shaf _____ | 9. bruf _____ | 16. glef _____ | 23. slof _____ |
| 3. thil _____ | 10. clul _____ | 17. gral _____ | 24. smol _____ |
| 4. whup _____ | 11. plep _____ | 18. crup _____ | 25. snop _____ |
| 5. wrem _____ | 12. prum _____ | 19. drom _____ | 26. spim _____ |
| 6. gnik _____ | 13. quok _____ | 20. dwak _____ | 27. stuk _____ |
| 7. phen _____ | 14. scir _____ | 21. flon _____ | 28. swun _____ |

DIAGNOSIS.

BEST COPY AVAILABLE

29. tred _____ 31. shrel _____ 33. stram _____ 35. thran _____
30. twif _____ 32. shrap _____ 34. scrik _____

Response: rapid _____ moderate _____ slow _____

D. Tell me the following sounds: (Read these. Put + in blank if correct.)

1. short a _____ 4. long e _____ 7. short o _____ 10. long u _____
2. long a _____ 5. short i _____ 8. long o _____
3. short e _____ 6. long i _____ 9. short u _____

Remarks: (Summarize errors.)

- A. Consonant sounds: _____
B. Phonics principles: _____
C. Consonant digraphs (1-7): _____
Consonant blends (8-35): _____
D. Long and short sounds: _____

Vowel Key: a	apple	a	apron
e	red	e	eve
i	Indian	i	ice
o	octopus	o	open
u	umbrella	u	use

RATIONALE

The Dolch list of 220 Basic Sight Words comprises from 50% to 65% of the service words in practically any reading material. (Nouns are not included.) Some of these words are similar in appearance and are confusing to the poorer reader. Students who are not fluent readers may profit from additional instruction in developing an adequate stock of sight words.

Because many of these words are abstract, disabled readers often have difficulty remembering them. Therefore, the words should be treated in context as often as possible to strengthen understanding and retention.



Basic Sight Words

CONCEPT

Ease in identifying Basic Sight Words increases the student's reading fluency through his rapid recognition of service words and phrases and affords more pleasurable reading.

Suggested Activities

6. Students may work in pairs at recognizing the Basic Sight Vocabulary Words (APPENDIX, p. 136). Drill periods must be brief. Students may make sets of cards containing the words.

7. During independent time, the teacher or another student may call the lists from the "Group Word Teaching Game." Progress may be monitored. (These may be pre-recorded on cassette tape.)

For further variation, prepare a game of "Word Bingo," using only the words that the student needs to work on at the time. By duplicating an ample supply of blank bingo forms, the teacher can insert the unknown words, along with known words, in the squares. This activity can be expanded to include several students by changing the positions of the words on each player's bingo form.

		FREE		

8. For individual assistance, tape a list of five unknown words to the student. Provide him with a small chart of the words and a set of cards numbered 1 - 5. The recorded voice instructs the student to place the numbered cards beside the appropriate unknown word. The answers may be recorded on the tape or the student may check his work with a prepared answer key.

9. Prepare unknown sight words for use with the tachistoscope or Flash-X. The rapid exposure tends to hold attention and force immediate recognition. If these machines are not available, a hand tachistoscope can be easily constructed. (See APPENDIX, p.163 .)

10. Sentences containing known and unknown words may be prepared on strips of paper and cut apart. Allow students to put the words back together to form the original sentences. They may check their work with a prepared answer sheet for immediate reinforcement.

11. Have students to dictate sentences using words they need to practice. Type their sentences and use them as basic reading material for use with a cassette recorder or adapted to one of the other suggested activities.

12. Test these words by preparing up to 20 groups of words similar to those that follow: (This test may be used several times. Each list may be taped for the students.)

PUPIL WORKSHEET

Name _____ Date _____ Trial 1 _____
 Trial 2 _____
 Trial 3 _____

Directions: Write the number 1 by the word I say. (On subsequent days use the number 2 and the number 3.)

- | | | | |
|---------------|---------------|---------------|--------------|
| 1. cold _____ | 2. live _____ | 3. full _____ | 4. its _____ |
| good _____ | best _____ | like _____ | always _____ |
| light _____ | fall _____ | not _____ | you _____ |
| fast _____ | call _____ | his _____ | ate _____ |
| could _____ | will _____ | are _____ | this _____ |

EXAMINER'S WORD LIST

Trial 1

light	cold	could
best	could	live
always	ate	its
his	fall	fast
this	call	will

Student	Class	always	call	could	full	its	live	yellow
John K.	7 ¹	✓				✓		
Mike W.	9 ³		✓	✓				✓
James N.	10 ²	✓				✓	✓	

SOUND-SYMBOL
RELATIONSHIP

CONCEPT

Employing the sound-symbol relationship to determine the pronunciation and meaning of unknown words promotes the student's independence and security in decoding words.

NOTE: Secondary school students who are having difficulty with sound-symbol relationships frequently have not mastered short vowel sounds. If students continue to have difficulty with this skill, a visual approach should probably be employed. Teaching syllabication and leading students to develop generalizations based on many examples is an alternative to this approach. (See APPENDIX, p. 164 .)

Suggested
Activities

13. Present the following group of words on the chalkboard, the overhead projector, or even on an index card, depending on whether this instruction is intended for an individual, a small group, or the total class: *but man get not win.*

a. Ask "Who can read these words?"
(Have them read.) "What do you notice about them that is alike?" Anticipated response:
"They are all short, easy words."

b. Ask: "What else do you notice about them that is alike?" Anticipated response:

"The middle letter is a vowel." (This step may require more questioning to elicit this response.)

c. Ask: "Based on what you know about vowel sounds, are these vowels long or short?"
Anticipated response: "They are short."

d. Say: "What can we conclude then about many short words that have a vowel in the middle of them?" Anticipated response: "If we have a short word with a vowel in the middle of it, the vowel has a short sound."

e. If this response is not made, present other words that illustrate this principle and question the students again.

NOTE: *GUIDEBOOK: OPEN HIGHWAYS*, Book 7 and 8, is available in many junior high schools. Varied activities for teaching this kind of skill have been included. *Dr. Spello* and the *SRA Student Handbook*, IIIA, available in most schools, will also be helpful.



****BULLETIN
BOARD IDEA**

14. Assign each person in the group one of the short vowels. Provide magazines, newspapers or catalogs from which each student may select pictures to illustrate the sound with which he is working. Students may take turns showing their pictures and calling on one another to identify the word and indicate the sound of the vowel. These illustrations, attractively mounted and accompanied by sentences, can make an interesting bulletin board.

15. To note the difference the short vowel makes in the sound and in the meaning of a word, place an activity similar to the following on the chalkboard. Students enjoy making more of these puzzles to try on their classmates.

Possible Responses
d _ d (dad, did, dud)
c _ b (cab, cob, cub)
t _ g (tag, tug, toy)

Possible Responses
h _ d (hid, had)
r _ m (rim, ram, rum)
b _ d (bud, bid, bad)

Ask students to make as many different words as they can by changing the middle vowel. Each student should be prepared to use his words in oral sentences to show the differences in meaning that the vowel makes in the word. Team relays or related games can evolve from this activity.

16. Place the following frame on the board. Students are asked to use the clues to determine the words and to decide whether the vowel is a short one. The words will be the same across and down.

BEST COPY AVAILABLE

1	2	3
2		
3		

<u>Clues</u>	<u>Vowel Sound</u>	<u>Answer</u>
1. Used for carrying things.	(short)	(bag)
2. Bob _____ the apple yesterday.	(long)	(ate)
3. To obtain	(short)	(get)

1	2	3
2		
3		

<u>Clues</u>	<u>Vowel Sound</u>	<u>Answer</u>
1. Used to row a boat	(short)	(oar)
2. _____ you going home?	(long)	(are)
3. A bright color	(short)	(red)

MORE COMPLICATED WORDS FOR FOLLOW-UP.

	1	2	3	4	Clues	Vowel Sounds	Answer
1	G	E	N	E	1. Carries hereditary characteristics	(long)	Gene
2	E	V	E	R	2. Always	(short)	Ever
3	N	E	A	R	3. Closely related	(long)	Near
4	E	R	R	S	4. Makes mistakes	(long)	Errs
	1	2	3				
1	O	A	T		1. A kind of cereal grass	(long)	Oat
2	A	D	O		2. Bustling excitement; turmoil	(short)	Ado
3	T	O	N		3. A unit of weight	(short)	Ton

Similar Word Formation

CONCEPT	Identifying likenesses and differences in similar words heightens a student's proficiency in word analysis and creates an awareness of subtle differences in word formation.
---------	--

17. Present pairs of similar words: wish-dish, breath-breathe, palm-psalm. Ask students to tell how the words are alike and how they are different both in structure and meaning. Allow students to work in pairs to develop ways to present graphically words that are similar. Suggest sculpture, mobiles, bulletin boards, plays, etc.

**Bulletin Board Idea

CONCEPT	Being able to unlock one-syllable words facilitates a student's efforts to unlock multi-syllabic words.
---------	---

One-syllable
Words

18. Present the following words and have them pronounced: *clean, dried, grape, roar, ate* and *grade*. Ask students to name the letter of the vowel sound they hear. Then present additional words on worksheets and ask students to write the name of the sound they hear in each word.

Example: *neat* (e) *shape* (a)
 chain (a) *strike* (i)

At the end of the practice period elicit the following generalizations: (a) When two vowels come together in a word, the first is generally long and the second, silent; and (b) When a short word ends in *e* the preceding vowel is generally long.

NOTE: Sometimes it helps to remind students that long vowels say their letter names.

Multi-syllabic
Words

CONCEPT	Understanding that every syllable must have a sounded vowel enables students to apply their knowledge of long and short vowel sounds to unlock multi-syllabic words.
---------	--

(Prepare the student for this activity by explaining that double vowels, the vowel-consonant-silent *e* pattern, and the following vowel combinations have one vowel value: *ou, ow, oi, oy, ay, au, aw, oo.*)

19. Allow the students to work in pairs as you give them words such as *absent, permit, suppose, picnic, master*. Have students count the vowels and write *v* (vowel) or *c* (consonant) above each letter in each word. In the pattern illustrated above, lead students to notice that the pattern is VCCV and that the division comes between the consonants (VC/CV.)

20. Now present these words: *began, divide, local, kodak, favor*. Use the procedure suggested above to note that the pattern is VCV and that the syllable division comes after the first vowel (V/CV). Present such words as the following to check mastery of this skill: *pennant, sensation, occupation*.

Extended Learning: Use other words selected from reading materials in current classroom use and pages 16-19 in the *SRA Laboratory IIIa Student Record Book*. These activities, or variations of them, may be used to reinforce or evaluate the students' knowledge of long and short vowel sounds.

p.113:
#10

21. Cover ten shoe boxes and letter each with a different long or short vowel. Provide packs of index cards, half with green rims and half with blue rims. (Use magic marker.) Each card should have a word on it similar to the following: *cane, goat, hat, flies, pine, dime, note, spare, at, rat, ripe, steal, slide, head, got, stole, rob, pin, rate, cried, rip, tape, pane, doze*.

Divide the group into two teams, giving the green cards to one group, the blue ones to the other group and have them take turns placing the cards in the correct boxes. The team wins that places the largest number of cards correctly.

This activity can be checked with a master list taped to the underside of each box.

NOTE: Students are often happy to prepare materials for such games if they are provided with cards, felt pens, etc.

22. Divide the group into teams. Ask students to write on index cards, short sentences, underlining a word that illustrates a long or short vowel sound. The word, illustrating the sound, should be on the reverse side of the card for ease of checking.

Teams take turns reading their sentences. As sentences are read and underlined words identified correctly as long or short vowel sounds by the opposing team, a point is awarded. One point is subtracted from the other team if their vowel is identified incorrectly.

Example: I saw him flop on the bed. Reverse side: flop (short)

NOTE: A WDCN program, "Getting the Word," will be useful and interesting in helping students understand word attack skills.

23. Provide practice in recognizing the number of syllables in words by preparing words from the regular textbook on 3 x 5 index cards. The correct syllabication and the application of the VC and VCCV generalizations may be written either on the reverse side of the card or on a master list to facilitate checking.

Example: Side 1 : remember
Side 2 (or Master List): cv/ cvc cvc
re/ mem/ ber

Ask one student to volunteer as a scorekeeper. Pass the cards in a box or bag to each player. The student who completes both tasks, the number of syllables and the application of the generalization, is awarded two points. The student who completes only one part of the task is awarded one point.

24. SYLLABICATION GAME. Divide the class into two groups and have them compete by forming words from given syllables. Variations could include matching antonyms, synonyms, or building sentences. (The purpose of the activity is to facilitate the understanding that a syllable contains a vowel sound and makes up a pronounceable unit of a word.)

25. VOWEL SOUNDS IN SYLLABLES. Provide cards with words from reading books printed on them. Review the rule concerning the number of syllables related to the number of vowels. (Lead the students to tell the rule if possible.) Then select a scorekeeper

and pass the box containing the word cards to the first person in Row 1. The student takes a card, says the word, and tells the number of syllables. He is given 2 points if correct and no points if incorrect. Continue until all have had a turn, then add the scores and determine which row had the most correct words as to the number of syllables.

26. SYLLABLE FOOTBALL. Divide the class into two teams, facing each other from opposite sides of the room.

"Kickoff" is determined by a flip of the coin. The first person on the team which won the toss is shown the front of a card. If he can correctly divide the word into syllables, his team gets a "touchdown" worth 6 points.

The same person must then identify the accented syllable for the extra point. If he cannot identify it, the other team has a chance to try it. If that team identifies it, they get the point. If they don't, the cardholder gives the answer, and the point is lost.

After one team has attempted or made the touchdown, it is the other team's turn. Proceed in this manner until the word cards have all been shown. The team with the highest score wins.

27. SYLLABLE COLUMNS. Give the students a list of words which they arrange in columns according to the number of syllables in the words. For example:

1	2	3	4
gem	eaten	instrument	sympathetic
stance	reason	energy	inventory

28. STRUCTURAL ELEMENTS. Write a list of selected multi-syllabic words which can be divided into meaningful units on the chalkboard. Ask students to follow the suggested procedure according to need: Divide the word into syllables, underline the root

BEST COPY AVAILABLE

[illegible]

29. See APPENDIX, p. 167 for preparation of an "Instant Word Attack Kit."

VOCABULARY/Word Building

RATIONALE

RATIONALE Analyzing the different parts--or meaning units--of words is commonly referred to as structural analysis. Students should be taught to use structural analysis as the first tool in unlocking an unfamiliar word since, according to research, 15 to 20 per cent of the common words in the English language are multisyllabic.



Prefixes,
Suffixes, and
Root Words

CONCEPT	Knowledge of prefixes and suffixes will help the student in building his vocabulary and recognizing unknown words without the aid of the dictionary.
---------	--

"It takes a fairly high level of mental ability to understand a generalized meaning and apply it correctly in particular situations, so as to be able to utilize a knowledge of word roots, prefixes, and suffixes effectively in attacking the meaning of unknown words. Such a level is probably not reached by the average student below the ninth or tenth grade level."

p.119:#43

NOTE: Students should move from the known to the unknown.

Suggested
Activities

30. Have the students memorize some of the common prefixes and suffixes such as *ab* (away); *dis* (take away); *in* (no, not); *pro* (front, forward); *un* (not); *ness* (full).

31. After students have learned the meanings of a few selected prefixes or suffixes, list several root words on the chalkboard. Ask the students to make sentences using the words they have created by adding suffixes or prefixes to the list of words on the board.

Example: *warm* + *est* becomes *warmest*
The dog found the *warmest* spot in the room.

NOTE: A student's understanding of structural analysis can be diagnosed from an exercise of this type.

32. USING THE "DISCOVERY METHOD" TO TEACH THE PREFIX *UN*. (This method may be used to help the student generalize structural patterns from known words. Use this technique, for example, to teach the decoding and the interpretation for the prefix *un*.)

- a. Present the word *able* in a sentence.
John is able to do his work well.
- b. Change the word *able* by adding the prefix *un*.
John is unable to do his work well.
- c. Help the student to see the difference in the meaning between the two sentences.
- d. Present other words in a similar manner using the prefix *un*.
- e. Have the student generalize by asking him what the prefix *un* generally does to the meaning of the word to which it is prefixed.
- f. Collect word patterns of this type and see if they apply to the generalization.
- g. Note that *un* has a sound which is consistent and that it changes the meaning of the word to which it is prefixed.

33. To check for understanding of prefixes and how they change the meaning of a word, give students a list of root words and have them add prefixes which they have learned. Write the meaning of the newly formed word.

34. WORD WHEELS. Fasten two circles of the same size together through their centers in order for them to rotate freely. The centers may be fastened by a large brass fastener. A "slice" is cut out of the top circle large enough to expose a word printed on the bottom circle. As the bottom circle is rotated and a word exposed, allow the student to write the root and the prefix.

Then ask him to write a sentence using the newly made word in a sentence.

Variation: Write a root word on the top circle and suffixes on the bottom circle.

35. WORD BUILDING. Place a list of suffixes at the left of the chalkboard or paper and words at the right. Pupils can construct other words by adding suffixes to suitable stem words.

Example:	-ment	scene
	-less	complacent
	-ive	rest
	-ency	advance
	-ic	*fruit

36. USING AFFIXES TO FIND WORD MEANINGS. After teaching--through memorization and the discovery method--a number of prefixes and suffixes, ask the student to find the meaning of a word by studying the prefix or suffix found in the word. Words such as the following could be included:

<i>predicting</i>	<i>immeasurable</i>
<i>monologue</i>	<i>dejectedly</i>
<i>antedate</i>	<i>contradicted</i>

This can be a written activity or a discussion-type activity.

37. EXTENDING THE STEM. Write a stem or root word on the board and have the students make as many words as they can by adding prefixes and suffixes. The students may be given a list of common prefixes and suffixes and their meanings. For added challenge, a time limit may be set and a simple reward given the student who makes the largest number of words.

Example: port	report	support	importing
	airport	deport	porter

BEST COPY AVAILABLE

38. PREFIX - SUFFIX SHUFFLE. Print root words, suffixes, and prefixes on small slips of paper and place them in business-size envelopes. (One envelope for each of the three word parts.) Allow the students to experiment with the word parts to make as many combinations as they can.

Ask each student to make a list of the words he has made. This activity may be made into a contest, with the winner being the student or group of students who has formed the most correct words.

39. GROW A WORD. Have students draw a tree on a sheet of paper. Ask the student to write a base word on the trunk of the tree. Students write the new words they have made on the tree branches. Examples of good starters are *inform*, *self*, *courage* and *sense*. (This makes a good bulletin board.)

**Bulletin Board
Idea

40. MAKING STORIES. Have students write stories containing words with affixes they have learned. The stories may be individual efforts or the whole group may create stories together.

41. FINDING THE LITTLE WORD IN THE BIG WORD. Find and write the little word found in the big word. The following words are examples of words that could be used:

<i>penetrate</i>	<i>reincarnate</i>	<i>management</i>	<i>annotate</i>	<i>stipulate</i>
<i>abundance</i>	<i>spoilage</i>	<i>saturate</i>	<i>gormandize</i>	
<i>coincidental</i>				

42. CARD GAME. Make up a set of cards with base words to which the prefixes *in*, *pre*, *super*, and *sub*, and the suffixes formed with *al*, *si*, and *ti* can be added, and a set of cards with these prefixes and suffixes on them. These may be used to give students

practice in using suffixes and prefixes.

- a. Ask students to pair off, with a more able pupil going through his stack of prefixes and suffixes to find one which can be added to make a meaningful word.
- b. After each student is dealt six cards, each one takes turns drawing from the deck of word and suffix cards, and discarding. Whenever a student can make an affixed word, he puts the two cards down in front of him and uses the affixed word in a sentence. The first one to go out is the winner.

43. LEARNING THE ROOT WORD PORT. Teach the class, through the discovery method, the meaning of the root, *port* (carry from the Latin.) Ask the students after this study is done to choose a word from this list to answer each question.

export
import
portable
port
portfolio

report
comport
disport
support
deport

deportment
porter
portage
transport

1. Which carries baggage? _____
2. Which means to carry into a country? _____
3. Which means to carry out of a country? _____
4. Which describes articles which can be carried by hand? _____
5. Which does a country do with undesirable aliens? _____
6. Which is the carrying of boats overland between bodies of water? _____
7. Which is a place where ships come, carrying goods to and from foreign places? _____

8. Which is a case for carrying loose papers? _____
9. Which do you carry back with you? _____
10. Which do we do for helpless people? _____
11. Which means to play (to carry ourselves away from work)? _____
12. Which means the way one "carries" himself in society? _____

44. USING NUMBER PREFIXES IN CONTEXT. Number prefixes can be used in a variety of ways to help students generalize their meaning. For example, the students might be asked to write short paragraphs using the number prefixes, in order, from one to ten. Here is one approach:

During the summer months this unique (1) musical group performed as duets (2), trios (3), quartets (4), and quintets (5). The sextets (6) perform in September (7), October (8), and December (10).

45. USING NUMBER PREFIXES. Select a root word and use number prefixes to change their meanings. For example, the root *annual* means once each year. Thus we can form *bi-annual* meaning twice each year. Words such as *trigamy* can be used to challenge abler students, while others may work with words such as *uni + cycle*, *bi + weekly*, etc.

46. FORMING DIMINUTIVES. This activity is designed to show the student how the suffixes *-et*, *-ette*, *-cule*, *-ule*, *-le*, *-icle*, *-ling*, and *-let* can be used to express the concept of smallness.

Example: Have the student match the definitions on the right with the words on the left.

- | | |
|------------------|----------------------|
| 1. _____ leaflet | a. young actress |
| 2. _____ starlet | b. tiny ball or drop |
| 3. _____ globule | c. small leaf |

47. FORMING WORDS FROM ROOTS. Select specific roots and have the student learn their meaning through memorization. An exercise could then be devised having the student complete sentences by filling the blanks with a word containing the root learned. For example:

- a. The car stopped at the (sect) to let the children across.
- b. I was eager to hear the voice of this famous (voc).
- c. He will (dict) a letter to his secretary.
- d. The airplane is a fast means of (port).

NOTE: The teacher should avoid using a list of roots that will be very hard for a class or a list so easy that no challenge is presented.

48. AFFIXES BASKETBALL. Prepare cards with root words written on them. Divide the class into two teams, PREFIXES and SUFFIXES. Show the first member of the PREFIX team a root word. He must be able to add a prefix to get a point. Then the SUFFIX team must add a suffix to get a point. The team with the most points wins.

49. CIRCLE WORDS. Cut three concentric circles out of heavy cardboard. On the edge of the largest circle print a series of suffixes; on the middle circle, a series of root words; and on the inner circle, a series of prefixes. Mount these on a bulletin board, fashioning a pointer out of a paper clip. Each student spins the pointer to three different suffixes; then to three different root words and then to three different prefixes, writing all of these on a sheet of paper. The object is to see how many words each student can make from his components.

50. BATS, BALLS, AND GLOVES. Students match as many bats (prefixes), balls (root words), and gloves (suffixes) as they can to build new words. The student with the most new words wins. On each of the bats is printed a prefix; on each of the balls, a root word; and on each of the gloves, a suffix. This may be an independent or small group activity.



51. List on the chalkboard words illustrative of a given prefix or suffix from a short story that is being studied. Underline the root and discuss its meaning. Go back to the sentence in the textbook and discuss the meaning of the sentence. Elicit the meaning of the prefix/suffix. Ask students to list other words they know or can find that illustrate the principles studied. These lists may be illustrated by student drawings or magazine pictures, and, accompanied by appropriate sentences, used for a bulletin board display.

***Bulletin Board Idea*



COMPOUND WORDS

CONCEPT

By combining standard words to effect new meanings, the student is able to enlarge his vocabulary and experience increased comprehension in his reading.

Suggested
Activities

52. EXPLAINING THE COMPOUNDING. (This activity is best done as an oral activity, but it could be effective as a written activity.) Have the students pronounce the following words and give reasons for compounding them:

porthole
hardship
oilcotton

snowflake
seashore
firearms

paymaster
sawmill
bookkeeper

53. MATCHING TO COMPOUND. Develop exercises that match two words together to make a compound word. The following words are examples:

windmill
newlywed

hotplate
boldface

uptown

NOTE: Discuss transitional compounds and the function of the hyphen in these changing words in our language.

54. WIZZY COMPOUNDS. Emphasize the use of compound word formation by simple drawings. Ask the students to make some illustrations for compound words instead of writing the word. Some of the words may be puns; for example, the compound word *birddog* or *catfish* could be illustrated.

55. WORD FORMATION. This activity points up the tendency of the language to form different compounds from the same word. We easily form new words from known words. Many words are formed from a single compound term. The word *head* is one example. Let the class discuss the meanings of the following words:

arrowhead
puddinghead

beachhead
fathead

hothead
egghead

56. THREE MINUTE RACE. Divide the class into several teams, with one person on each team being named the leader. Using the words *some, any, post, man, etc.*, list as many compound words as you can. Give teams three minutes to make words.

57. ENDLESS WORD CHANGE. One student begins by calling out a compound word such as *lunchbox*. The next player must make a new compound beginning with the last word of the previous compound, such as *boxcar*. If he cannot do this, he may challenge the person who gave the former word. If the person challenged cannot answer, he is penalized; if the person challenged does answer, the challenger is penalized.

CONTRACTIONS

CONCEPT *By recognizing the relationship between the contracted and uncontracted forms of various words, the student gains insight into the flexibility exercised in word formation.*

Suggested Activities

58. TRANSLATING CONTRACTIONS. Have the student translate the following contractions into the two words which are combined. (This activity can be enlarged to include numerous contractions.)

what's can't you've I'm you'd

59. COMBINING. Have students combine the following words into contractions:

He will do not I have
will not he shall he would have

60. DISTINGUISHING BETWEEN CONTRACTIONS AND POSSESSIVES. Have the students tell whether each underlined word is a contraction or possessive noun or pronoun. (This may be used as a pre-test to determine areas already mastered.)

- a) The boy's trip was exciting.
- b) I won't be home today.
- c) I'd like to come here again.
- d) The rabbits' tracks could be seen.
- e) We've made many new friends.

61. WHO'S A MONKEY? Divide the class into two teams. A student from Team A goes to the board and makes blank spaces to be filled with a contraction. For example: can't. The student asks members of Team B to supply the missing letters for the contraction. If the members guess letters of the alphabet not contained in the contraction, a part of a monkey's body is drawn on the board. This is done each time that an incorrect guess is made. If Team B guesses the correct letter, it is put in the space where it belongs. The game is ended when the monkey's body is complete or the contraction is correctly made. The team that completes the monkey's body because of its errors is the monkey. The teams can make a total of nine errors because the monkey's body is made up of nine parts (or however many parts depending upon adaptation of the game.)

62. ANGLING FOR CONTRACTIONS. The teacher will need fifty 3 x 5 inch index cards. Print contractions on 24 of them and their uncontracted forms on the other 24. On the remaining two cards; print "Go Fish." Back the cards with contact paper and laminate the fronts.

Procedure:

1. Shuffle the cards.
2. Deal out six cards to each of five players.
3. Put the remaining cards in the center.
4. Each person in turn asks a specific person for a particular card (one that will match a card he holds in his hand.) Example:
won't - will not

5. If the person asked has the card, he must give it up. If he does not have it, he says "Go Fish," and the player draws a card from the pile.
6. Each time a player gets a pair, he lays the two cards down face up for the others to check.
7. The first person to discard all cards is the winner.

63. CONTRACTION COVER-UP. Print sentences containing words that can be made into contractions on strips and place them in the chalkboard tray. Contractions that would go with the sentences are printed on tagboard cards and stacked together.

A sentence strip is selected and a student goes to the chalkboard tray, chooses a contraction from the stack and places it over the two words in the sentence.

Example: I could not find my coat this morning.

The student would choose the card containing the contraction *couldn't* and place it over the words *could not* in the sentence.

VOCABULARY/Contextual Clues

RATIONALE

Students can find more reason for learning contextual clues if they see them as ways to make reading clearer and easier.



PUNCTUATION

CONCEPT

Punctuation marks assist the student in better understanding what the writer has to say since punctuation indicates tone, pause, and expression which an author uses to transmit meaning.

Suggested Activities

64. Duplicate a paragraph from any book available to students. Omit all punctuation, even spacing. Ask students to "make sense" of the words by supplying necessary punctuation. Students may open the book to evaluate their work.

65. On a chalkboard write: *Our Hero*
"Our hero enters on his head, his helmet on his feet, his sandals on his brow, a cloud in his right hand, his trusty sword in his eye, a savage gleam." (Invite students to play with this paragraph until punctuation, placed correctly, gives it meaning.)

66. Use questions on a chalkboard or overhead to stimulate interest in punctuation.

- a. Which causes you to be sick?
He ate a half-baked cake.
He ate a half baked cake.
- b. Which would warn a driver?
Go slow, children.
Go slow-children!
- c. Which sentence shows bad manners:
I stood at the door and called the seniors' names.
I stood at 'the door and called the seniors names.

Students may enjoy making up their own sentences which show the difference punctuation causes.

67. PUNCTUATION FUN. On long strips of paper write sentences without punctuation. Students can make them funny as they add punctuation or students may write a story and add punctuation.

- a. I saw Jack or John, and the dog eating the bone.
- b. I saw Jack or John and the dog eating the bone.

68. An approach to punctuation that could appeal to students is that punctuation marks are like signals given by football referees. Even though we cannot hear the referee, we can see his signal. The reader cannot see the writer, but the reader sees the writer's signals.

69. A tape recorder can dramatize the need for punctuation. As a student listens to the playback of the reading selection he has just recorded, he can detect the mistakes he has made.



ANTONYMS,
SYNONYMS,
HOMONYMS

CONCEPT

Familiarity with synonyms, antonyms, and homonyms aids the student in comparing and contrasting meanings, enjoying word differences, and adding "spice" to his vocabulary.

Suggested
Activities

70. Use a basic word like *store*. First, ask the students to read each sentence filling in a form of *store* in the blank:

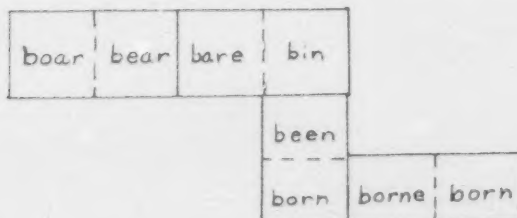
- a. He bought a new car at the _____.
- b. The squirrel _____ the food away for the winter.
- c. His _____ of knowledge about cars is greater than mine.

Second, ask the students to use a dictionary to choose a different synonym for *store* in each of the sentences. Third, ask students to write one original sentence using a synonym for the basic word.

**Bulletin Board
Idea

71. Encourage each student to find, in a magazine you have given him, advertisements which use words that are synonyms of *good*. When this activity has been completed, place the ads on a bulletin board. Circle in each ad the synonym for *good*.

72. In the Choice Center place a set of homonym dominoes which you have made. Students can match these as an individual or two-person activity. (Large cards 10" x 2' are fun to use as a floor game.)



73. ANTONYM SHEET. Only one letter can be changed in each step as students go from one word to another that is opposite in meaning.

a. hard	b. find	c. cool
_____	_____	_____
_____	_____	_____
_____	lose	_____
_____	_____	warm
soft		

Answers: (a.) hare, bare, bore, sore, sort
(b.) fine, line, lone (c.) wool, wood, word, ward

74. Book clubs from which students subscribe to books offer teachers excellent posters, games, and wall charts, which will strengthen visual understanding of contextual clues.

75. SYNONYM SEARCH. Divide the group into two teams. Choose one member from each team to be the contestant. The leader of the game shows a word which is seen by both teams, but not by the two contestants. Synonyms of the word are suggested by members of the teams until the contestants, alternating in their answers, guess the correct word. One point is then scored for that contestant's team.

76. ANTONYM ANALYSIS. On one side of a 3 x 5 card print a word:

Example:

arrive

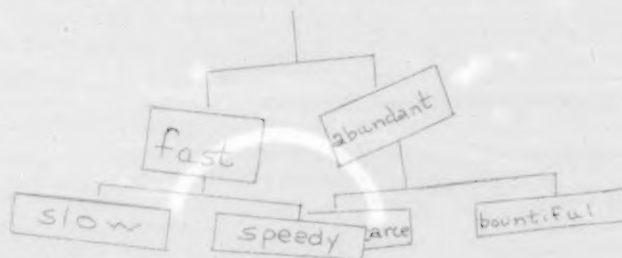
On the reverse side print in smaller type

BEST COPY AVAILABLE

antonyms of this word.

leave go exit depart

These cards may be used either as an individual or two-person activity in which students strengthen their knowledge of opposite meaning. These same cards can be used as a mobile. Two mobiles illustrating synonyms and antonyms would be an effective teaching tool.



77. For variety in teaching contextual clues, Scope Visuals, Books 10 and 11, offer transparencies and spirit masters that are designed to assist students in finding and using new words for their reading and writing.

78. HOMONYM CLUES. You can teach from the bulletin board. Print on five pieces of paper these clues:

**Bulletin
Board
Idea

Homonym Clues

1. to grieve
early in the morning
2. removed water
part of a chair
3. part of corn
an officer
4. to select
to crush or grind
5. head of an institution
an idea or sum of money



PICTURES

CONCEPT

The ability to examine, to imagine, and to appreciate a picture or illustration's purpose is a skill that encourages a student to read the accompanying printed material.

Suggested
Activities

79. As you begin a reading selection, introduce the accompanying pictures by asking some of these questions orally.

- a. What do you see in the picture?
- b. Why is this shown here?
- c. How would you show the same idea differently?
(Perhaps you will draw this other idea.)
- d. What words describe the picture?

- e. What in this picture reminds you of an experience you have had?
- f. Which of the five senses is used most in the picture?
- g. What else have you read that is about this same idea?

80. Invite each person in a small group to cut a picture from old magazines you have made available. Paste the pictures on a poster, a large sheet of construction paper, or on a big bottle. From the magazines cut words, phrases, or sentences which when placed in order tell a story about or describe the picture. A simpler variation of this idea would be to ask students to select a picture which they will describe in a brief paragraph, first written, then read aloud to the group.

81. Mount a picture in the room which relates to a story you plan to use with the class at a later date. Advertise the story in no other way than to attach a single comment below it to provoke interest. Try something like this as a teaser: "If it's death, it must be Tuesday!" or "Parents cause trouble next week?"

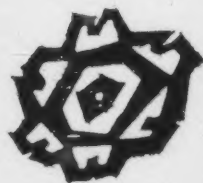
VOCABULARY/Expansion

RATIONALE

The English language is rich with figurative language. It contains many colorful words which paint pictures, others that present overstatements or gross exaggerations, and a variety of others that emphasize particular qualities to the reader.

Sometimes this figurative language is a stumbling block to readers if they have a predilection for concrete words. Since

the simile, metaphor, and hyperbole are among the most common figures of speech, understanding material containing such expressions depends on the reader's insight into the intended meanings.



COMPARISON
AND
EXAGGERATION

CONCEPT

Recognizing the author's use of comparison and exaggeration enhances the student's reading comprehension.

*Suggested
Activities*

82. As a motivator, permit the students to complete phrases with similes. This activity can be done orally.

Similes

Example: pie 1. as easy as _____
fox 2. as sly as _____

*Metaphoric
Language*

83. Have students write metaphoric language, utilizing a variety of categories. To give them direction, they may wish to write a phrase that best defines each category. Start the students with some of the following examples; encourage them to try their own.

A. Color Metaphors

1. green: green with envy
2. blue: blue Monday, in a blue moon

3. purple: purple with rage
4. red: to be in the red, red-letter day
5. rose: to look through rose-colored glasses
6. silver: a silver-throated orator
7. gold: to be as good as gold, born with a gold spoon in his mouth

B. Parts of body Metaphors

1. lip: to keep a stiff upper lip
2. chin: chin up
3. face: to face the music
4. neck: to stick your neck out
5. ear: lend an ear
6. nose: keep your nose to the grindstone
7. mouth: mealy mouth
8. shoulder: keep your shoulder to the wheel
9. brow: to brow beat someone
10. head: headstrong
11. teeth: by the skin of one's teeth
12. tongue: tongue in cheek, tongue lashing
13. chest: to get something off one's chest
14. jaw: jawbreaker
15. throat: cutthroat
16. belly: belly laugh
17. hand: hand in glove, bite the hand that feeds you
18. palm: to palm a card, grease one's palm
19. finger: a finger in every pie
20. spine: a spineless person
21. rib: a rib tickler
22. spleen: to vent one's spleen
23. eye: see eye-to-eye

- 24. thumb: thumbs down, rule of thumb
- 25. foot: to foot the bill, to put a foot in one's mouth
- 26. elbow: to use elbow grease
- 27. knuckle: to knuckle down, knuckle sandwich

C. Musical Metaphors

- 1. To play second fiddle
- 2. To dance to the music
- 3. Must pay the piper
- 4. Tooting your own horn
- 5. To beat the band
- 6. Hear a different drummer
- 7. Sing a different tune
- 8. Tight as a drum

D. Antonyms as Metaphors

- 1. To search high and low
- 2. Through thick and thin
- 3. The long and short of it

E. Animal Metaphors

- 1. wolf: to keep the wolf from the door
- 2. beaver: eager beaver
- 3. bull: take the bull by the horns
- 4. cat: to skin the cat, make a catty remark
- 5. dog: to put on the dog
- 6. crocodile: crocodile tears
- 7. horse: horse play, straight from horse's mouth

8. cow: wait until the cows come home
9. goat: to be goat-headed
10. kangaroo: kangaroo court
11. snake: snake in the grass
12. tiger: have a tiger by the tail

F. Combination Metaphors

1. butterflies in the stomach
2. frog in the throat
3. bats in the belfry
4. flea in the collar
5. ants in the pants
6. bee in the bonnet
7. to put a bug in one's ear

G. Cooking Terms as Metaphors

1. The fat in the fire
2. Out of the frying pan into the fire
3. A fine kettle of fish
4. Keep the pot boiling
5. To be in hot water
6. To have egg on the face
7. To eat humble pie
8. To know on which side one's bread is buttered
9. To eat cheese
10. To lick the red off one's candy
11. To feed from a long-handled spoon
12. That's the way the cookie crumbles

H. Metaphors with biblical connotations

1. To rob Peter to pay Paul
2. As poor as Job's turkey
3. As patient as Job
4. As broke as the Ten Commandments

5. Raise Cain
6. Heap coals of fire on one's head
7. To not know from Adam
8. He was a Goliath
9. Old as Methuselah
10. Judas goat

I. Action Metaphors

1. fly off the handle
2. walk the chalk line
3. break the ice
4. paddle one's own canoe
5. to rain cats and dogs
6. catch the bull by the horns
7. to pull the wool over the eyes

J. Metaphors of Measure

1. thick headed
2. narrow minded
3. broad minded
4. low spirits
5. long faced
6. high hopes
7. deep thought
8. tall tale

84. Students may copy examples of words used as symbols or figures of speech from a newspaper or magazine. They should be prepared to tell what person or thing is being compared and for what effect.



BEST COPY AVAILABLE

ABSTRACT AND
CONCRETE
LANGUAGE

CONCEPT

For the student to become a more critical reader it is important for him to know that many words carry different connotations for different people depending on their background and experience.

Suggested
Activities

85. Assign words, such as *freedom* and *patriotism*, to different groups. They are to try to come to a consensus meaning. Let the various groups report on what happened in their group.

86. Ask students to try to interpret words such as *honor*, *loyalty*, and *democracy* as they think a member of a minority group, a communist, or a fascist, might. The teacher may, at this point want to explain to students how words can carry different connotations for different people while other words, because of their limitations, are not open to interpretation.

87. Using both concrete and abstract words, describe symbolically the following words in terms of the situation suggested.

A. Flowers: "What do they mean to..."

1. ...a girl on graduation night?
2. ...the family of one deceased?
3. ...a convalescent in a hospital?
4. ...a man launching a new business?
5. ...a suburban gardener?

B. Loyalty: "What does it mean to..."

1. ...a captain of the school football team?
2. ...a prisoner of war undergoing torture?
3. ...a person whose religious beliefs are challenged?
4. ...a "stool pigeon" in the penitentiary?
5. ...a boy who is ashamed of his father.

notes...

RATIONALE

The acquisition of word recognition and perception skills is but a component of the total reading process which leads to the comprehension of ideas. Factors which facilitate a more thorough comprehension of ideas include a mastery of mechanics, intelligence, span of attention, and interests. As with any other skill, comprehension skills must be taught and frequent practice must be provided in the classroom in order to ensure that the students acquire adequate comprehension growth.

MAIN
IDEA

CONCEPT

Learning to spot a writer's main idea--whether it be in a sentence, paragraph, or larger selection--enables the student to respond to the author's purpose with confidence and understanding.

Suggested
Activities

88. Start with a sentence. Have students read the sentence and give its main idea. Begin by having them "strip away" modifying phrases and clauses.

Example: Pesticides--(bug and weed killers)--are(a \$300 million-a-year) business (in the U.S.), (which has grown rapidly.)

89. After discussing the characteristics of a topic sentence, have students read paragraphs and identify the topic sentences in them. When they are proficient in this activity, give students paragraphs without topic sentences; then let them supply topic sentences for paragraphs.

*Bulletin
Board
Idea

Extension: Allow groups of students to prepare bulletin boards with a central idea. Ask other groups to suggest what they think the main idea is.

90. Stress the importance of asking and answering these questions: who, what, where, when, why or how. Then give students leads (the first paragraph of news stories) and have them identify the who, what, where, when, why or how in each lead.

91. Also assign students news stories from which the headlines have been removed; let them supply their own headlines for stories.

92. Assign newspaper editorials as a reading task and ask students to locate the main idea in each editorial.

93. After discussing and showing how advertisements say a lot in a few words, allow students to study several ads from newspapers and magazines. Let them explain what main idea each ad tries to get across to the consumer.

94. Ask students to write the plot of a literary work they are reading as a news story. Emphasize the most important facts would be placed first and the details would follow.

95. Use the tape and worksheet entitled "Identifying Main Ideas" from the EDL Listen and Think Series, along with a variety of programmed material.

p.113:#9



BEST COPY AVAILABLE

DETAILS

CONCEPT

By carefully noting details as he reads, the student can sharpen his observation skills and strengthen his comprehension by reinforcing the main idea.

Suggested Activities

96. Write a sentence such as this on the board:
Watchout! There's a snake! Point out the main idea of the expression of "Watchout." "There's a snake" is the detail why the person should watch out.

97. Write two sentences on the board: *The hunter shot a bear. The hunter shot a big, brown, angry bear that bit and clawed the dogs when they cornered him near the cabin.* Let students explain the difference between the two sentences. Next, write main ideas on slips of paper and allow pairs of students to create details to support their assigned topic.

98. Have students write paragraphs from which most of the details have been omitted. Let the students re-write the paragraphs, supplying the missing details.

99. Ask students to listen carefully to two popular songs and give the main idea of each song. Then ask them to list details in each song which support the main idea. This could be a group activity with oral reporting.

98. Lead students to cite details related to everyday experiences, such as washing dishes, ordering a meal in a restaurant, loading a car for a trip, checking out a book from the library, cutting out a garment to sew, playing a stereo record.

COMPREHENSION/Verbal Seriation



SEQUENCE

CONCEPT

Being able to establish proper sequence of ideas and events helps students to save time when approaching tasks which require problem solving or experimentation.

Suggested Activities

100. Give students a list of three or four activities in one common event, such as "changing a flat tire." Have students arrange these in a logical time order. Increase the number and difficulty of the incidents as students improve.

101. Ask students to cut a printed story into paragraphs and place the paragraphs in an envelope. Have students select an envelope from a box to arrange into proper sequence. (For more advanced students include paragraphs from unrelated stories as distractors.)

102. Have students read a story which might be made into a movie and ask them to record on separate notecards each major event of the story. After calling attention to sequential arrangements of events by having students examine filmstrips, provide students with adding machine tape and ask them to create their own filmstrip. Encourage students to construct mini-cinemas out of shoe boxes on which the "Oscar-Winning" productions might be shown.

103. Give the students a selection to read which lends itself to a discussion of chronological events, such as the lost pen incident in *The Diary of Anne Frank*. Provide a list of the events which make up the story, but omit every other event. Have the students supply the missing events.

104. Let the students select something they know how to do well, such as "decoupage," and have them prepare and present to the class a step-by-step explanation of how to do it. Encourage them to include aids.

105. Have students arrange themselves around the room in a variety of human continuums, such as "those who are in a good mood" to "those who are in a bad mood."

106. Give groups of students pairs of words that are opposites, such as *zealous* and *apathetic*. Ask them to work out as many words as they can to move from one extremity to the other in sequence.

107. Let the students select a biography to read and ask them to keep a record of the primary events in the life of the major character. Then have the students prepare a timeline of the events.

108. Give the students a selection to read and furnish them with mimeographed sheets containing a "stair-step" diagram. Ask them to supply the answers by writing on the steps.

Where was
John? _____

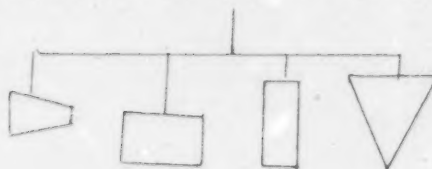
What did he
find in the attic _____

Who caught him
with the object? _____

What did
John do? _____

For more advanced students you may wish to omit the guide questions and have students plot the events on a bare diagram.

109. Have students read a selection and ask them to make note of the major events. Then have them summarize the major events in sequential order by constructing a mobile.



110. Use the tape and worksheet on "Recognizing Sequence" from the *Listen and Think* series.

p. 113: #9



BEST COPY AVAILABLE

CAUSE AND
EFFECT

CONCEPT

The reader can assign a greater value to ideas and events if he has an understanding of their basic cause and effect relationship.

Suggested
Activities

111. As an initial activity, explain to students the importance of asking these basic questions: What caused this particular event? What other events did it lead to? If something else had happened, what different results might have occurred? Ask students to apply these basic questions to events from their experience. Allow them to share their activity with another student.

112. Give students examples of cause-effect relationships:

Cause: The British didn't want to stop selling opium to the Chinese people, even though the Chinese government tried to stop them.

Effect: A war broke out between China and Great Britain.

Cause: No one had worked out uniform measurement.

Effect: Lengths were never the same.

After practicing this activity, direct students in making up their own chain of cause and effect.

113. Give students a set of jumbled events in which the cause-effect chain has been broken. Have them put the chain together again in proper order either as an individual or class activity.

- Example: . The South has been relatively Democratic since the Civil War.
 . Reconstruction policies were made by the Republican party.
 . The Reconstruction period after the Civil War was very difficult for the South.

114. Assign specific reading selections which deal directly with cause-effect relationships. Ask students to explain the cause-effect chain in each assignment.

- Examples: . Eli Whitney and the invention of the cotton gin.
 . Rasputin's relation with the royal family of Russia.

115. After separating the students into several groups, ask each group to explain the cause-effect relationship in a paragraph similar to the one below. Graphic explanations on the chalkboard may help to illustrate their explanations.

A half century ago, city streets were comparatively peaceful and quiet. On a given day there might be a steady stream of horses, carriages and carts, but streets could usually handle the traffic without congestion. Many people walked to their destinations. Then the car was invented. In time, people found they could commute long distances between home and office by car. As the population grew, so did the number of automobiles. Yet the downtown areas of many cities, designed for a horse and buggy age, remained basically unchanged. The result was a throbbing traffic headache.



BEST COPY AVAILABLE

DRAWING CONCLUSIONS
AND PREDICTING
OUTCOME

CONCEPT	By developing the ability to infer meanings, draw conclusions, and predict outcomes, the student increases his potential for successfully interpreting reading selections.
---------	--

Suggested
Activities

116. Discuss the part inferences play in drawing conclusions. Lead students to give examples of how they use these everyday. For example, if there are a hose and sponge beside the car, one can infer someone is about to wash the car. (Stress that reading between the lines does not mean introducing new ideas; it means reading carefully and drawing reasonable conclusions from what the author has said or hinted at. Also emphasize the dangers of drawing hasty conclusions.)

117. Give students a sentence such as *Jane shuddered as she entered the room*. Elicit as many inferences as possible from this statement.

118. Read a short mystery story up to the critical point and let students predict how the story will end. Ask why they say what they do. Then read the end of the story to allow them to see how right they were.

119. Have students read a Sherlock Holmes story or an excerpt from a story in which Holmes uses his remarkable power of deduction. Outline Holmes's *thinking strategy* in reaching his conclusions.

120. Assign students a reading selection and a series of questions whose answers are not directly stated in the story. Ask students to answer the questions based on inferences from the story and give evidence from the story to support their answers.

121. Using the comic section of a newspaper, have students predict what they think will happen next to certain characters and give reasons for their thinking.

122. Using the newspaper let students read and predict what will happen to a pending congressional bill, a courtroom case, an election, or a sports event. Assign students to follow up on each item and report to the class. Some students might enjoy keeping a tally of successes on a bulletin board.

****Bulletin Board Idea**

123. Use tapes and worksheets on "Predicting Outcomes" and "Drawing Conclusions" from the *Listen and Think* Series. p.113: #9



COMPARE AND CONTRAST

CONCEPT

Being able to compare and contrast ideas helps the student to increase his awareness of alternatives relative to impending decisions.

Suggested Activities

124. Lead the students to play a game called "SPY." Tell them they are going to receive sentences which contain

secret information in a code. In the code, each word that can have a contrasting meaning will mean the opposite. Include the following directions: (1) Read the sentence on each index card. (2) Figure out a word that means the opposite of each underlined word and write the correct sentences on your paper. (3) For each sentence written correctly, you can read another secret message. (4) Your score is the sum of the numbers at the bottom of the cards.

- Examples:
- . We will finish at noon.
 - . Go to the first telephone booth and call her.
 - . The secret message is in the big, smooth box.
 - . The man you are to meet will be sitting in the soft, dark chair.

125. Assign the reading of several fables. After discussing the morals to the stories, ask the students to think of current news events which could compare to these same morals. Have the students take a current news event and write a fable for it. Some students may prefer the writing task be a group effort.

126. Explain to the students that police artists, who are experts at drawing pictures of suspected criminals, use comparisons and contrasts to get their good descriptions. Instead of saying, "Can you describe the person to me?", the police artist asks such questions as "Was his hair darker than mine?", "Was the criminal shorter or taller than you?" Invite a police artist to your class to exhibit his utilization of comparison/contrast techniques.

127. Give the students some situations which require them to make choices, such as whether to play football or be on the forensics team. Ask them to list the advantages and disadvantages of their decisions.

BEST COPY AVAILABLE

128. Lead the students to create better mental pictures by comparing size, shape, color, weight or any other qualities. Ask them to fill in the blanks of sentences such as these and be prepared to share them with the class.

- . The dripping tap water sounded like _____
- . That shirt was as itchy as _____
- . The soft wind felt like _____

129. Show the filmstrip on "Comparisons" from Eyegate's *Fundamentals of Thinking Series*. Have students compare a series of objects, pointing out both similarities and differences.

p.115:
#10

130. Ask students to write a comparison of themselves and a brother, sister, or friend. Suggest they begin by making two columns headed "similarities" and "differences."

131. Use applicable crossword puzzles from the *Reading Thinking Skills Series* from Continental Press.

p.115:
#13

132. Give the students a paragraph like the sample below and direct them to consider questions such as "What unfavorable things is the classroom compared to?" List the words that carry out the central comparison.

The classroom walls are a dull, sickly green. Seemingly harmless, they surround you, but the room is a trap, a torture chamber where a merciless guard lashes you constantly with words. It is a cage that holds you until the click of a clock, like some jailer's key, sets you finally free.



BEST COPY AVAILABLE

VALUE
-JUDGMENTS

CONCEPT

Experience in considering alternative modes of thinking and behavior affords the student a background for decision-making, as well as critical reading.

*Suggested
Activities*

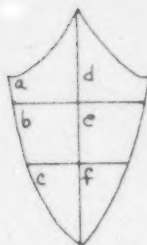
133. Bring to class several copies of letters written to advice columns, such as "Dear Abby." Withhold the replies. Divide the class into groups, and give to each group some of the problems to discuss and pose solutions. Allow a representative of the group to report to the class the group's solutions. An alternative would be to provide each student with one letter and ask that a reply be written in letter form. Another alternative would be to have students role play the situation and solution.

134. Show the class a variety of editorial cartoons. Have the students study the cartoons and respond to such questions as: What is the cartoonist trying to tell us? Which recent news story prompted the cartoon? Is there an editorial which promotes the same point of view? How does the cartoonist's point of view agree or disagree with my judgment?

135. Provide each student with an 8½ x 11 sheet containing the Uncle Sam figure (see APPENDIX p. 180), twenty blanks, and the following list of words: head, brain, ears, mouth, neck, body, heart, arms, hands, muscles, legs, feet, food, fist, family, job, interests, disappointments, illness, emotions. Ask the students to identify the working part of our government which coincides with each

symbol or body part, i.e., head: president; brain: congress; mouth: voters; etc. There are no right or wrong answers. After students have labeled their own figure, divide them into groups of six. Have each group compile its own ideas and agree on one list which *all* can support. Each small group then sends a representative to a central committee. The central committee reconciles all the group lists and comes up with one the whole class can defend.

136. Give the students a facsimile of a coat of arms on an 8½ x 11 sheet of paper. Ask the students to answer each of the following questions by drawing, in the appropriate area on his coat of arms, a picture, design, or symbol. Emphasize that art work does not count.



Questions:

- a. What do you regard as your greatest personal achievement to date?
- b. What do you regard as your family's greatest achievement?
- c. What is the one thing that other people can do to make you happy?
- d. What do you regard as your own greatest personal failure to date?
- e. What would you do if you had one year to live and were guaranteed success in whatever you attempted?
- f. What three things would you most like to be said of you if you died today?

NOTE: Other questions could be substituted for these.

Students may then share, in small groups, the drawing on their coat of arms. Posting the coat of arms and holding a gallery walk is another alternative.

137. Divide the class into groups of six or seven. Give each group a sheet containing a dilemma which requires a group decision and a description of the characters involved in the dilemma.

EXAMPLE: Three people need a heart transplant and will more than likely die in three weeks if it is not performed. However, only one operation can be performed. The students are to assume the role of the doctor who will perform the operation and must make the decision of who will live:

- a. a 16-year-old girl of questionable IQ, pregnant and a high school dropout
- b. a clergyman, 75 years old
- c. a 46-year-old male violinist who has served seven years for pushing narcotics
- d. a policeman carrying a gun, has been thrown off the force for police brutality
- e. a 20-year-old male black militant with no special skills

NOTE: The dilemma and the list of characters may be extended or written in more depth in order to be adjusted to the maturity of the students.

138. Give the students envelopes containing slips of paper with the following list of values written on them:

- _____ a comfortable life
- _____ equality
- _____ an exciting life
- _____ family security
- _____ freedom
- _____ happiness

BEST COPY AVAILABLE

_____ inner harmony
_____ mature love
_____ national security
_____ pleasure
_____ salvation
_____ self-respect
_____ a sense of accomplishment

Ask the students to arrange the items according to their importance to them.

139. Give the students dittoed sheets containing rank order questions similar to the one below:

EXAMPLE: Which kind of teacher do you prefer?

_____ a nasty person but good teacher
_____ a nice person but a poor teacher
_____ personality and teaching ability
_____ about average

Allow the students to rank order each of the choices 1-2-3 for each set of questions.

140. As a written assignment, have students complete sentences beginning with "I wonder," such as:

I wonder if...
I wonder about...
I wonder why...

Ask students to share one of the "I wonder..." statements. Any student may "pass," of course.

141. Initiate a discussion about things people often do and later regret. Ask the students to suggest, *ideally*, what should have been done in their situation. Give the students sample vignettes and ask them to write out briefly what they would do in the situation.

Example: You are pushing a shopping cart in a supermarket and you hear a thunderous crash of cans. As you round the corner you see a two-year-old being beaten, quite severely, by his mother, apparently for pulling out the bottom can of the pyramid. *Ideally* what would you do?

Break the students into groups of three or four to discuss their proposals and try to decide which of their solutions would be the most desirable. A variation is to allow the small group to enact the situation as described and try out the proposed solutions to see the possible consequences.

142. Use the filmstrips and records in the *Values In Action* kit. (These are open-ended situations that provoke lively response.)

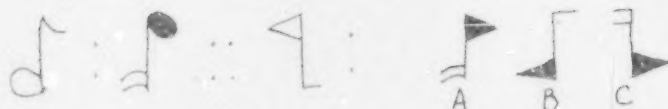
p.115
#15

Thinking
Strategies

143. Provide the students with worksheets containing both word analogies and figure analogies. See examples below:

String is to guitar as _____ : _____
(Formula _____ : _____ : _____ : _____)

- | | |
|-------------------|-------------------------|
| a. key is to lock | c. key is to piano |
| b. key is to door | d. string is to package |

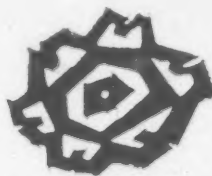


BEST COPY AVAILABLE

Following the written exercise discuss with students their responses. Then have students prepare analogies of their own to try with the class.

144. Collect enough chess sets for every two students to have one. Allow time for playing this game of thinking strategies. Engage the services of those who know how to play to teach those who don't know how to play. A chess tournament might provide additional interest.

145. Give to each student the same page from any newspaper. Select a player who is "It" to select a news item on the page to role play. While the person who is "It" enacts his chosen part, invite the other students to guess which item is being enacted.

FACT AND
OPINION

CONCEPT

Being able to distinguish fact from opinion helps students to think critically for themselves in accepting or rejecting ideas which may influence their lives.

Suggested
Activities

146. Mount on poster board large, colorful advertisements to show to the class. For each advertisement ask such questions as: What does the ad say literally? What does it want you to believe? To what emotion does it appeal? Does it contain any untrue statements?

Next, divide the students into groups, giving each group one ad. Ask the group to determine which parts of the ad are fact and which are opinion. Finally, have each student prepare an original ad which advertises an imaginative product. Allow time for sharing these ads.

147. Provide each student with pages from a daily newspaper. Ask the students to categorize the articles from their pages into "articles of fact" and "articles of opinion."

Example:	<u>Fact</u>	<u>Opinion</u>
	Birth notices	Book reviews

148. Provide the students with magazine articles, glue, and construction paper. Have the students glue two ads on a sheet of construction paper--one indicating desirable propaganda and another indicating undesirable propaganda. Invite students to explain the reasons for the selections.

149. Invite students to play the game entitled "Proaganda." In preparation for the game you will need the following items: 1 set of 20 situation cards, plus a "Clear Thinking Chart" (APPENDIX, p. 179), and markers (i.e. button) for each student, and a list of defined propaganda techniques for each student. The "Clear Thinking Chart" can be patterned directly after the one in the appendix. The situation cards and the list of propaganda techniques must be teacher-made. You will want to adjust your situation cards and your definitions to meet the level of the students you teach.

To prepare necessary materials, first, place on 20 notecards one situation for each of the propaganda techniques in the list of words given below. This means there will be two situation cards for each propaganda technique--except for throwing in a couple of situations which do not represent any propaganda technique. Be sure not to put on the notecard the type of technique you have in mind--only the situation.

Example: "Step right up. Get yours now.
They're selling like hot cakes.
Here's yours, sir."

You can readily see that this situation represents a "Bandwagon Appeal" technique.

Next ditto a defined list or write on the board a defined list of the following terms:

Appeal to pity
Appeal to flattery
Appeal to ridicule
Appeal to prestige
Appeal to prejudice
Bargain appeal
Folksy appeal
Join the Bandwagon appeal
Appeal to practical consequences
Appeal to emotions

Then follow these directions:

- a. Shuffle the 20 situation cards.
- b. Have students place their markers at zero on the "Clear Thinking Chart."
- c. Have one student select one of the situation cards and read the situation to the class.

BEST COPY AVAILABLE

- d. Each student numbers his paper 1-20 and writes the type of propaganda technique which he thinks has been used--or if he thinks no technique has been used he writes "No Technique." He may need to refer to the list of defined techniques before making his decision.
- e. After all players have indicated that they have made their prediction, the answers are examined. The technique receiving the greatest number of votes is deemed as the "correct" answer and all players selecting this answer (called the popular voters) advance one space from zero on the "Clear Thinking Chart." The others remain at their previous position on the chart. In the event of a tie, the teacher may break the tie by deciding on the answer which he/she meant it to be.
- f. There is one exception to the above procedure. If one or more of the players feels that his selection, even though a minority vote, correctly predicts the author's answer, he may make a "Bold Challenge" and consult the answer key. If he is correct, he moves up as many spaces as there were popular votes--that is, players voting for the technique which received the greatest number of votes, and the popular voters all drop back one space. If he is incorrect, he drops back as many spaces as there were popular voters, and the popular voters advance the one space they normally would have advanced had a "Bold Challenge" not

BEST COPY AVAILABLE

been made. Any player who is neither a popular voter nor a bold challenger remains at his previous position.

NOTE: If this activity is a "hit" with your class you may wish to purchase the total game.

p.113:
#8

150. Show the filmstrip "Assumptions" from Eyegate's *Fundamentals of Thinking* series.

p.115:
#16

151. Use applicable crossword puzzles from the *Reading-Thinking Skills* series.

p.115:
#13

152. Use tapes and worksheets on "Distinguishing Between Fact and Opinion" from the *Listen and Think* series.

p.115:
#9

153. Use the cassettes and worksheets from the EMC Corporation multi-media program entitled, "What's Going on Here?" A study of Media and Propaganda.

p.115:
#12

154. Prepare a "Fact and Opinion Inventory" which contains a variety of open-ended statements, such as:

Political corruption begins when _____
Political corruption can be stopped by _____

In front of each statement leave a blank for the student to write *Fact* or *Opinion*. For each statement labeled *Opinion* have the student explain why that is his opinion. For each statement labeled *Fact*, have the student research the statement and explain how he compiled evidence to support the statement.

155. Provide students with a variety of situations like the one following and direct them to select the best answers:

COMPREHENSION/Thinking Critically

BEST COPY AVAILABLE

On television, you see a movie about a Civil War battle. To judge the validity of the facts in the story, which of the following could you do?

- ☐ a. Pay close attention to the movie
- ☐ b. Ask a history teacher about the battle
- ☐ c. Look in a history book about the Civil War

COMPREHENSION/Interpretive Skills



INFERENCES

CONCEPT

The ability to infer characterization and setting in a story adds depth to a student's insight into a reading selection, as well as his appreciation of a story.

*Suggested
Activities*

156. Give students a situation: Suppose a new student were to come into your class today. What would you infer about him from his dress? the way he walked into the room? the way he sat in his seat? the way he talked to the teacher? Ask on what basis they made their inferences. Students could act out situations such as these.

157. Ask students to bring pictures of people in different situations from magazines and let them draw inferences about the pictures. Discuss the various ways a writer uses to reveal a character in a story: Description of appearance and personality; description of character's actions; description of character's language; description of what others in the story say about him.

158. Discuss with students the idea that even when an author doesn't describe his characters, the reader can learn much about them from what they say. Then give students some actual dialogue from a story and have them decide what types of people they think the characters are. Students could role-play the characters.

159. Using the writer's description of a character, have students draw a picture or sketch of him.

160. Make a writing assignment based on character development. Ask students to write a composition which shows how a character develops in the course of a story. A variation of this would be to have groups of students portray the character development by a human continuum.

161. Role playing: Assign students the roles of characters in a story and let them act out those roles. Ask them to defend their particular characterization.

162. Ask students to determine what descriptive qualities are needed for the reader to get a well-rounded picture of the character in a story. Allow them to work in small groups to write such a description. Let groups--or their representative--portray their character before the class to see if the class analyzed their characterization accurately.

163. Have a "trial" for a criminal character in a short story. The defense may want to bring out causal factors for the character's behavior.

164. Ask students to conduct interviews with the characters in a story. Use a situation setting, such as a TV talk show, or follow radio format in which telephone calls are accepted for questioning.

165. Give students some actual story beginnings in which they must infer the time or the place. Have them underline clues which help them arrive at their answers.

166. Using a writer's description of places in a story, have students draw pictures or sketches of those places.

167. For students who have special problems understanding inferences, use Exercises in "Making Inferences" from *Facilities in Reading I*.



UNDERSTANDING
PLOT

CONCEPT

A basic knowledge of plot development enables the student to view the events in a story as a framework on which the author sustains interest and suspense.

Suggested
Activities

168. Give students an envelope containing paragraphs from a short story which have been scrambled and have them put the story together in the right order.

****Bulletin
Board Idea**

169. Ask students to *present graphically* the main events of a story as they read. Display their work on a bulletin board.

170. Suggest students pretend they are one of the characters in a story and let them write the major events of the story as diary entries from a particular character's point of view.

171. Allow students to draw the plot development of a story as a comic strip.

172. Distribute book jackets for students to examine. Then discuss what they contain: cover illustration, title, author, publisher, inside blurb, etc. Later, ask each student to make one jacket for a book he has read.

173. Lead students, working together in groups to make puppets of the characters in a story. Then let them present the story as a puppet show.



UNDERSTANDING
THEME

CONCEPT

Recognizing the theme in a reading selection demonstrates a student's ability to crystallize his understanding of a story and relate what he has read to other areas of his experience.

Suggested
Activities

**Bulletin
Board Idea

174. Point out that theme is the implied judgment about the subject. Any expression of theme is acceptable as long as students can justify it and can find evidence to prove it in the work. Cite examples of universal themes and have students find additional examples over a continuing period of time. These could be displayed as bulletin boards or mobiles.

175. Explain that not all stories have themes. Sometimes a writer just wants to entertain. However, often a writer wishes to show the reader an idea about life. Have groups of students research stories to find which have themes. Hold a "report back" session to share their findings.

176. Discuss some fables and their morals. Try to get across to the students that the moral of a fable is a kind of theme. Suggest students write some modern fables either individually or in pairs.

177. Read and discuss some myths which contain themes students can easily spot. Then have them give what they think is the theme of each. Some suggested myths are "Icarus and Dardalus," "Prometheus," "Bellerophon," "Arachne."

178. After students have read a story with an obvious theme, let them decide what that story's theme is. A suggested example is "As ye sow, so shall ye reap" as in "The Necklace" found in both *Voices I* and *Outlooks* (adopted texts).

AUTHOR'S
PURPOSE

CONCEPT

Since authors have different purposes for writing, determining the author's purpose is essential to proper understanding of a reading selection.



BEST COPY AVAILABLE

Suggested
Activities

179. Discuss with students this idea: Whenever anyone writes or says anything, he has a purpose or reason for it. Then draw on the board a chart similar to the one below:

PURPOSE	CLUE
To inform	a. matter-of-fact tone b. almost no humor c. few descriptive words d. many facts and statistics e. basic facts of what happened
To instruct	a. step-by-step instructions b. informal tone c. difficult vocabulary excluded
To persuade	a. strong, heavily charged and emotional language b. writer's viewpoint is presented as the only correct one
To entertain	a. colorful, easily understood language b. usually facts are omitted c. style is often humorous d. absence of controversial issues

BEST COPY AVAILABLE

180. Ask students to find examples of selections that seem to have dual purposes.

181. Have students divide their papers into four columns and head the columns TO ENTERTAIN, TO INFORM, TO INSTRUCT, TO PERSUADE. Then have them list 3 or 4 TV programs which come under each of the columns. This may be a group activity.

182. Assign editorials for reading and decide whether each editorial is persuasive, entertaining, or informative.

183. Look for magazine articles that fit each of these purposes: to entertain, to inform, to instruct, and to persuade. For each article list three or more clues to the writer's purpose.



WRITER'S
STYLE

CONCEPT

Learning to recognize a writer's style increases the student's understanding and appreciation of what he is reading.

Suggested
Activities

184. Discuss style: What it is, what it does, its purpose, how it's determined, and its relationship with subject matter. Then list the common types of style and the clues which

indicate each style on the board. (Point out that authors may use a combination of styles.)

Style	Clues
Satirical	a. exaggerated humor b. descriptive words and detail c. usually end with a punch line which drives the point "home"
Factual	a. numerous facts b. objective, unbiased c. usually no emotional language
Conversational	a. writer speaks directly to reader b. slang and idioms c. everyday words and phrases
Authoritative	a. writer expresses strong opinion b. writer emphasizes his knowledge c. writer appears as if he's an expert on subject
Melodramatic	a. colorful, descriptive words b. short sentences c. builds up to one climatic scene

185. Ask students to read several magazine articles to see how many of the different styles they can find. List some of the clues which help to identify each style.

186. Assign students newspaper editorials to see how many of the different types of styles they can find. List some of the clues which help to identify each style.

187. To teach satirical styles, ask students to compare articles by Art Buchwald and Russell Baker. Why are they satires? What do they satirize? How would they compare to other reputable satirists?



RATIONALE

"He ate and drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.
He danced along the dingy days,
And this bequest of wings,
Was but a book. What liberty
A loosened spirit brings!"

-Emily Dickinson

Every student may not be able to sail the seven seas, explore the unknown, or even taste adventure; but his passport or plane ticket may be as close to him as the nearest bookshelf.



BOOK REPORTS

CONCEPT	Book reports encourage reading, develop critical thinking, and energize creativity for the student.
---------	---

Suggested Activities

188. LET'S TRAVEL. After reading travel books, let students pretend they are the authors, who have been invited to speak on their travel experiences to a particular group. Each speaker identifies his audience--International Explorers Club, Rotary Club, etc. Within a set time limit he selects and recounts the adventures

in the book that will have the greatest appeal to his special audience. He may use maps, the chalkboard, or costumes to enhance his presentation. Music or tapes may be used, but no signs. Students may vote on the best lecture and some award may be given.

NOTE: Some students may want to give a book report in the form of a series of pictures or a mural.

189. QUIZ TIME. Ask each student to compose an examination based on the book he has read and also prepare an answer key to all questions. He can include true and false, multiple choice, matching, and some essay questions. The teacher can scale the required number of questions up or down according to the age and ability of the class.

READING AND
ENJOYING
POETRY

CONCEPT	A student who develops an "ear" for the language of poetry gains an appreciation of both the poet and his works.
---------	--

Suggested
Activities

190. This activity is for a lesson on how poetry uses language to create imagery. This poem should be read aloud so that the sounds and rhythm of words may be heard.

"Rain in Summer"

*How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!*

How it clatters along the roofs
 Like the tramp of hoofs!
 How it gushes and struggles out
 From the throat of the overflowing spout!
 Across the window-pane
 It pours and pours;
 And swift and wide,
 With a muddy tide,
 Like a river down the gutter roars
 The rain, the welcome rain!

-Henry Wadsworth Longfellow

The understanding of this poem should not be difficult. But the way the poet uses language to create imagery should be discovered by the student. Ask: *What does the title suggest to you?* After gaining several responses, lead the students to continue to read the first few lines to look for the word that tells how hot it was. Ask students to reread the rest of the poem. What kinds of sounds does the rain make?

Summarize the poet's techniques used to create mind pictures through words: comparison, appropriate sounds, etc. Other poems with similar devices may also be read.

CHORAL READING

CONCEPT

Choral reading provides a means of involvement for students, as well as a motivation for them to develop an appreciation of literals.

Suggested Activities

191. One of the following selections can be used in rating each member of the class as to voice pitch.

- a. "The Owl" by Alfred Tennyson
- b. "The Panther" by Odgen Nash
- c. "Peter Piper" Mother Goose
- d. "Old King Cole" Mother Goose

192. Four principal forms of choral reading and examples of each are presented below.

A. The refrain is the most ancient form.

Example: "America the Beautiful"

Voice I

O beautiful for spacious skies,
For amber waves of grain,
For purple mountains majesties
Above the fruited plain.

(Unison)

America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

B. The antiphonal form was used in the ancient Greek drama.

Example: "The Beatitudes" from *The Bible*,
Matthew 5

Group I (or leader)

"Blessed are the poor in spirit..."

Group II

...For theirs is the kingdom of heaven."

C. Cumulative form fields in power.

Solo voice:

"I must go down to the sea again, to the
lonely sea and sky,
And all I ask is a tall ship and a star to
steer her by"

(1 - 4 more voices for 3rd and 4th lines)

Unison: lines, 5, 6, 7, and 8

D. Unison: All members speak in one voice.

Example: "A Call to War"

193. Allow the students to select a poem for
choral reading.

"Casey Jones" (Anonymous)

"The Highwayman" (Alfred Noyes)

"Five Eyes" (Walter de la Mare)

"Tide in the River" (Eleanor Farjeon)

"Tubby Hook" (Arthur Guiterman)

Let the students suggest what they think is
the basic mood of the poem. Then break the poem into as many groups
and solo parts as the students desire to express it well. Match voice
tones to fit the reading parts. Provide ample time for students to
practice.

NOTE: The teacher and students may decide to
prepare duplicated copies of other material appropriate for choral
reading.

DRAMATIZING
STORIES

CONCEPT

Dramatizing stories or incidents from stories helps the student develop appreciation, imagination and understanding.

Suggested
Activities

194. Dramatize stories based on student experiences or utilize one of the selections in an available text. Minimize scenery and props in deference to student creativity.

Suggested selections:	"Sorry, Wrong Number"	Voices I
	"Westside Story"	Loyalties
	"Romeo and Juliet"	Outlooks in Literature
	"The Most Dangerous Game"	Outlooks in Literature



RATIONALE

Good study skills are an invaluable asset to reading in all subject matter areas. Study skills enable a student to select and evaluate information, organize what he reads, follow directions, locate information and use a text-book properly. Development of these skills is a continuous process that has no limitations.



FOLLOWING
DIRECTIONS

CONCEPT

Being able to follow directions helps students to confidently follow-through with directed activities.

Suggested
Activities.

195. Select a simple drawing and without allowing the students to see it, give step-by-step directions for duplicating the drawing. Following your directions, permit students to compare their "finished product" with the original. Students may enjoy taking turns to give their own directions for other drawings.

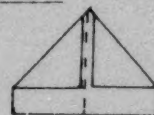
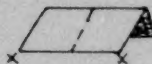
196. Introduce origami, the Japanese art of paper folding, to the students. Give them directions for completing a simple form of origami. One of the oldest paper folds is the soldier's hat.

Directions: a. Use a piece of paper shaped like a rectangle. Bring the short sides together and fold. Then fold it in half in the other direction.

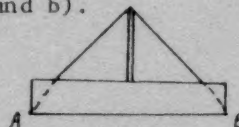
BEST COPY AVAILABLE



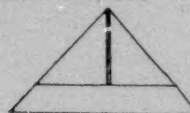
- b. Open the second fold. Fold the two corners (x) to the crease. (dotted line)



- c. Lock these folds by turning the free edges up in the front and back. Tuck in the corners (a and b).



You now have a soldier's hat!



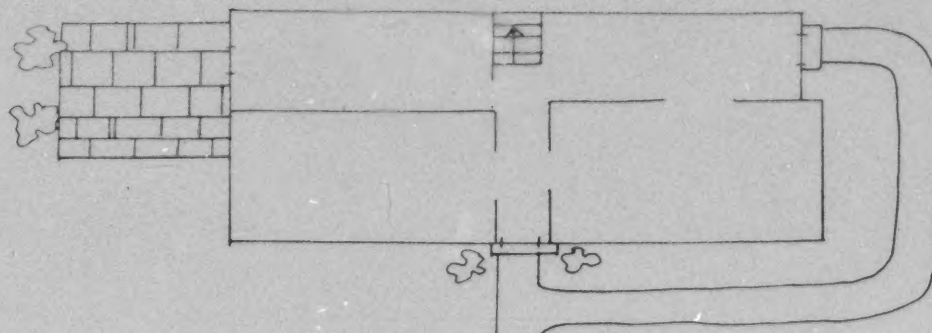
197. Provide several commercial games which are accompanied by instructions but games which are unfamiliar to the students. Have the students figure out how to play a game and demonstrate the procedure to the class.

198. Give the students a chart which will help them understand your directions for any assignment. The chart should contain the following information:

Purpose: What should I be able to do if I follow directions?

Specifics: When is it to be finished?
What materials do I need?
What problems am I warned about?
What is the order of the steps I must take?

199. Provide students with interesting diagrams and ask them to add the information as given below, writing in only the letter of each fact, in the place where it belongs in the diagram.



- a. x (the murderer) approaches, turns into path that leads around the right side of the house.
- b. x enters the house through kitchen door at right side of house.
- c. x checks front door to make sure it is locked.

- d. x enters library door opposite kitchen at foot of stairs.
- e. x strikes victim, who falls to floor in center of library.
- f. x leaves house through library doors to terrace.

PROBLEM-SOLVING

CONCEPT

Being able to solve problems helps students to approach tasks with confidence.

Suggested Activities

200. Ditto a sheet of math problems similar to the one below. Each has one extra bit of information that is not necessary to the solution of the problem, i.e., The airfare from Chicago to New York is \$110.00 round trip. Sam's dad went to New York 7 times last month. It costs \$50 to fly from St. Paul to Albany. How much did Mr. Nelson spend flying to New York? Direct students to read the problems to find the fact which can be omitted.

NOTE: This activity provides a good way to integrate reading problems from other subject areas.

201. Provide a supply of short detective stories. Ask the students to play the part of Sherlock Holmes and unlock the clues to solve the mystery.

202. Utilize the problem-solving activities from the *Scope Visuals*.

p. 115:
#19

203. Purchase from any bookstore a paperback book which contains brain teasers. Furnish the students with several

of these perplexing but delightful puzzles. An example is given below:

One day last week I went to town. I had my hair cut, bought one of the local weekly papers, which had been published that day, bought some grapes at the Farmer's Market and some miscellaneous things at the drug store. I cashed a check for \$50 at the bank.

The barber is closed on Mondays, the bank is closed on Saturdays and Sundays. The Farmer's Market is open on Mondays, Wednesdays, and Saturdays. The drugstore is closed on Sundays. On which day of the week did I go to town?

204. Use the filmstrip entitled "Problem Solving" p.115
from Eyegate's *Fundamentals of Thinking* series. #7

205. Divide the students into groups and have each group select a problem which is of concern to them. Ask them to analyze the problem by researching the following questions:

- a. What evidence is there that a problem exists? (Find statistics, examples, refer to your own experience, interview authorities, read articles and books.)
- b. What, specifically, are the evil conditions that this problem is causing?
- c. What appear to be the causes of the problem?

- d. What appears to be the extent of the problem?
- e. What will probably happen if the problem is not solved?

Give each student a dittoed sheet of these questions providing plenty of space for responding. Following the period provided for research, ask the students to return to their groups to exchange their ideas and prepare for their presentation. Have each group report its findings by means of a panel discussion.



READING MAPS AND GLOBES

CONCEPT

The ability to read maps and globes helps students to approximate distance and to determine direction.

Suggested Activities

206. Provide a travel map for each student. Prepare an envelope of "tickets" on which is written a departure and destination point. Provide a couple of blank cards. Have the students draw the route for their trip. After drawing the route, the student records the plan on a blank card. This includes the means of travel, the direction of travel, distance, and names of famous places seen on the journey.

NOTE: Travel posters, sample tour plans, travel brochures, etc. add additional interest.

207. Provide a variety of different types of maps for each student. Supply a list of questions which require the students to use the map.

USING CHARTS
AND GRAPHS

CONCEPT

Using charts and graphs helps students understand cause-effect relationships.

Suggested
Activities

208. Prepare any type of survey or opinion poll on ditto paper. Have the students conduct the poll and compile the results. Work with the students to prepare a graph or chart which portrays the information collected. Prepare a list of questions which will give the students practice in using the chart or graph.

209. Collect a variety of diagrams, circle graphs, and bar graphs which would likely be encountered by students. (A science or history book would be a good place to locate these.) Reference tables might also be included. These are easily accessible in the *World Almanac*. Supply a list of questions which would give the students practice in using such information.

210. Use the information and exercises in the EDL Study Skills Library (in most schools).

USING A
CALENDAR

CONCEPT

Being able to use a calendar aids students in making plans which do not conflict with other events.

Suggested
Activities

211. Supply a large calendar for the current year or supply smaller individual calendars for each of the students. Provide a list of questions requiring careful reading and use of the dates and information on the calendar.

Example: . Is this leap year?
 . The Were Wolf appears when the moon is full.
 When will he appear?

Allow students to add questions to the list.

WORK-STUDY/Information Gathering



REFERENCE
MATERIALS

CONCEPT

Frequent use of reference materials aids a student to gain proficiency in using these as study tools.

*Suggested
Activities*

212. If possible, distribute a dictionary to each student and discuss the kinds of information found in a dictionary. Make a summary list on a chart or the board of the types of information found in a dictionary and when such information is likely to be needed.

213. Play the alphabetizing game. Dictate or write on the board lists for students to alphabetize on their paper; e.g., crush, display, severe, crease, flask, highness, clot, sever, highly, necessary, several, depose, crown, hillside, displace, necessity, hygiene, flat, depot, huge.

214. To teach guide words, give the class the guide words "startle--sting." Say, "if those were the guide words at the top of a dictionary page, what words might be on that page? Ask the students to write on their paper as many words as they can think of that belong between the two guide words.

215. Assign each student a different volume of the encyclopedia and let him browse through the volume looking for interesting and unusual information. On the next day in class allow two minutes each for reports on class findings.

216. To acquaint students with almanacs and yearbooks, display and discuss with them what these are and what kind of information is found in each. Then make assignments in which students will need to use these to locate recent data.

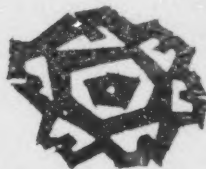
217. To check students' understanding of reference books and how to use them, give them information and let them decide what reference they would need to consult.

*Parts of
a Book*

218. To familiarize students with the parts of a book, have them survey one of their textbooks and answer the questions on the following page.

BEST COPY AVAILABLE

- . What is the title?
- . How many pages are in the book?
- . Is the table of contents information helpful?
- . Was the written recently or revised recently?
- . Why is this important?
- . Study the heading plan. Are there chapter headings? main section headings? subheadings?
- . Are there pictures? maps? charts?
- . Does each chapter have a summary? Is the summary at the beginning of the chapter, at the end, or both?
- . Are there exercises for each chapter?
- . Is there a glossary?
- . Are there appendixes? What areas do they cover?
- . Is there an index?



READING
ADJUSTMENT

CONCEPT

Reading adjustment--skimming, scanning, and close reading--is of practical value to the student in that it shows him how to fit a proper reading method to his purpose, need, and material.

Suggested
Activities

219. Have a student find a word on a certain page. Then ask him to tell the others to hunt for it when he says "Go!"

220. Using an overhead projector, flash a paragraph on the screen for a minute. Have students scan the paragraph and answer questions about it.

221. Choose a magazine article that interests you. Look at the title and illustration, if there is one. Read the opening paragraph, the first sentence of the other paragraphs, and the closing paragraph. On the basis of these clues, write one paragraph telling what the article is about. Check correctness by reading the whole article.

222. Give each student one page of a newspaper. Instruct him to get as many different ideas as he can by glancing over the page in one minute. When time is up, have the students fold the papers and orally or in writing recall the ideas he has obtained from the page.

223. Give the students a page of a newspaper. Then ask them to find, as quickly as possible, an article about some particular subject discussed in a story on that page. Timing adds excitement.

224. Using the article "A New System," page 160 in *New Worlds of Literature* complete the scanning activity on page 56 in the "Reader's Notebook."

225. Give students individual copies of a short article or story face down. On signal, papers are turned over and the teacher asks a question. Students skim for the answer and raise their hands when they have found it.

Close
Reading

226. Provide several copies of a current newspaper. Let students decide which articles require close reading and why.

227. Give students a difficult article to read within a set time period. Then ask specific questions about the article.



TEST TAKING

CONCEPT

Performing well on standardized tests can help the students demonstrate self-confidence when being evaluated for jobs or higher education.

Suggested Activities

228. Supply yourself with a collection of guide-books which contain the types of questions students (career tests, high school tests, etc.) often encounter on test. These might include the high school Equivalency Test Guide, SAT Guide, Civil Service Exam Guides, etc. These commercially-prepared guides have a good number of analogies, vocabulary words, and other comprehension-type exercises. Examples of various types of questions follow.

Analogy: rudder:ship::____:____

- | | |
|---------------|----------------|
| a. wheel:car | d. motor:truck |
| b. row:boat | e. kite:string |
| c. wing:plane | |

Sentence Completion: His world was very _____ not extending beyond the horizon.

- | | | |
|--------------|--------------|--------------|
| a. extensive | c. exciting | e. organized |
| b. broad | d. localized | |

BEST COPY AVAILABLE

Antonyms: Conclude _____

- a. occupy
- b. neglect
- c. treat
- d. describe
- e. open

Inferences: Glaciers are frozen masses of snow. As the weight of snow increases each year the lower layers become hard-packed like ice. The weight also causes the glacier to move slowly downhill. Speeds of glaciers are usually figured in inches per day rather than miles per hour. As the glacier moves, some of it may melt and run off in streams or rivers. Sometimes it reaches a sea or ocean without melting. Then large chunks break off and float in the ocean. These are called icebergs, which may weigh thousands of tons.

The glacier moves as a result of its _____.

- a. speed
- b. weight
- c. temperature

Interpretation:

Katherine

We see you as we see a face
That trembles in a forest place
Upon the mirror of a pool
Forever quiet, clear, and cool;
And in the wayward glass, appears
To hover between smiles and tears,
Elfin and human, airy and true,
And backed by the reflected blue.

The poet sees Katherine's face as _____.

- a. between smiles and tears
- b. clear and cool
- c. blue in color



BEST COPY AVAILABLE

Activity-Oriented.

- *1. Herbert Kohl. *Reading, How To*. New York: Bantam Books, 1973.
- *2. Sr. Agnes Ann Pastva and Sr. Mary Owen. *Composing with Style*. New York: Cambridge Book Company, 1974.
3. Richard Thompson. *Energizers for Reading Instruction*. West Nyack, New York: Parker Publishing Company, Inc., 1973.
4. Sidney Simon, et al. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*. New York: Hart Publishing Company, Inc., 1972.
5. Isabelle M. Decker. *100 Novel Ways with Book Reports*. New York: Citation Press, 1969.
6. Imogene Forte, et al. *Kid's Stuff: Reading and Language Experiences for Intermediate-Junior High*. Nashville, Tennessee, Incentive Publications, 1973.
7. E. W. Dolch. *Group Word Teaching Game*. Champaign, Illinois: Garrard Press, 1949.
8. Robert W. Allen and Lorne Green. *The Propaganda Game*. New Haven, Connecticut: AIM Publishers.
9. *Listen and Think Series*. Educational Developmental Laboratories.
10. Don Parker. *SRA Reading Laboratory, 111a, Student Record Book*.

*On display in Language Arts Curriculum Laboratory, Teacher Center

- al. Programmed series. *Following Directions, Using the Context*, et
Barnell-Loft Company.
- FS/Cassettes *12. Tom Crone. *What's Going on Here?: A Study
of Media and Propaganda*. St. Paul, Minnesota: EMC Corp., 1972.
- Transparencies
Intermediate
Level *13. *Reading-Thinking Skills Series*. Continental
Press.
- *14. William Roach and Deborah Osen. *Pride in
Language: A Language Skills Textbook*. Book One. New York: Random
House, 1974.
- FS/LP's 15. *Values in Action*. Holt, Rinehart, and Winston.
- FS 16. *Fundamentals of Thinking*. Eyegate Company.
17. David R. Turner. *Scoring High on Reading
Tests*. New York: Arco Publishing Company, Inc., 1967.
18. Ellen L. Thomas and H. Alan Robinson. *Im-
proving Reading in Every Class: A Sourcebook for Teachers*. Boston:
Allyn and Bacon, Inc., 1973.
- Transparencies
Duplicator
Masters 19. Mel Cebulash, ed. *Scope Visuals*. Books 10
and 11. New York: Scholastic Magazines, 1971.
20. Bernard A. Fox and Audrey Weiner. *Mini-Units
in Reading*. Book 1. New York: Globe Book Company, Inc., 1974.
21. Charles Earle Funk. *A Hog on Ice and Other
Curious Expressions*. New York: Warner Paperback Library, 1972.
22. M. Goltry. *Forms in Your Future*. New York:
Learning Trends (A Division of Globe Book Company), 1973.

*On display in Language Arts Curriculum Laboratory, Teacher Center

23. Jerome S. Meyer. *The Provocative Puzzler*. New York: Scholastic Book Services, 1967.

24. Charles T. Mangrum. *Teaching Reading Skills Through the Newspaper*. Newark, Delaware: IRA, 1971.

25. L. H. Longley-Cook. *Fun with Brain Puzzlers*. Greenwich, Connecticut: Fawcett Publications, Inc., 1965.

*26. J. E. Sparks and Carl E. Johnson. *Reading for Power and Flexibility*. Beverly Hills, California: Glencoe Press (A Division of The Macmillan Company), 1970.

Cassettes

27. *Listening with Purpose*. Chicago: Coronet Instructional Films, 1972.

Teacher-Oriented.

28. David Shepherd. *Comprehensive High School Reading Methods*. Charles Merrill Publishing Company, 1973.

29. Thomas C. Potter and Giveneth Rae. *Informal Reading Diagnosis: A Practical Guide for the Classroom Teacher*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

*30. Peg Meier. *Behavioral Objectives for The Random House English Series*. New York: Random House, 1974.

31. Miles V. Zintz. *Corrective Reading*. Dubuque, Iowa: William C. Brown Company, 1972.

*32. Albert J. Harris. *Effective Teaching of Reading*. New York: David McKay and Company, Inc., 1971

*On display in Language Arts Curriculum Laboratory, Teacher Center

33. Robert N. Wilson. *Diagnostic and Remedial Reading for Classroom and Clinic*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

*34. Wayne Otto, et al. *Corrective and Remedial Teaching*. Boston: Houghton Mifflin Company, 1973.

*35. Norris Sanders. *Classroom Questions: What Kinds?* New York: Harper and Row Publishers, 1966.

*36. Murray Rockowitz. *Developing Skills for the High School Equivalency Examination*. Woodbury, New York: Barron's Educational Series, Inc., 1972.

*37. William Kottmeyer. *Teacher's Guide for Remedial Reading*. St. Louis: Webster Division, McGraw-Hill Book Company, 1973.

*38. Robert Karlin. *Teaching Reading in High School*. New York: Bobbs-Merrill Company, Inc., 1964.

*39. Dolores Durkin. *Phonics and the Teaching of Reading*. New York: Teachers College Press, Columbia University, 1971.

40. Edgar Dale. *Techniques of Teaching Vocabulary*. San Francisco: Field Educational Publications, Inc., 1971.

41. Robert Karlin. *Teaching Elementary Reading: Principles and Strategies*. New York: Harcourt, Brace Jovanovich, Inc., 1971.

42. Ruth Strang. *Diagnostic Teaching of Reading*. New York: McGraw-Hill Book Company, 1964.

*43. Albert J. Harris. *How to Increase Reading Ability*. New York: David McKay Company, 1970.

*On display in Language Arts Curriculum Laboratory, Teacher Center

RESOURCES/Activity- and Teacher-Oriented . . .

*44. Shelley Umans. *New Trends in Reading Instruction*. New York: Teacher's College Press, 1963.

*45. A. Sterl Artley. *Trends and Practices in Secondary School Reading*. Newark, Delaware: IRA, 1968.

*46. Terry D. Johnson. *Reading: Teaching and Learning*. London: Macmillan Education Ltd., 1973.

*47. Deborah Elkins. *Reading Improvement in the Junior High School*. New York: Teachers College Press, Columbia University, 1972.

*48. Carl Smith and Leo Fay. *Getting People to Read*. New York: Delacorte Press, 1973.

*49. Roger Farr. *Reading: what can be measured?* Newark, Delaware: IRA Research Fund, 1969.

*50. Albert J. Harris and Edward R. Sipay. *Readings on Reading Instruction*. New York: David McKay Company, Inc., 1972.

Professional Journals and Organizations.

51. Choice of *The English Journal* or *Elementary English* offered with membership in the National Council of Teachers of English. \$15 per year. Write: NCTE, 1111 Kenyon Road; Urbana, Illinois 61801. Members granted discounts on materials offered by the Council.

52. Choice of *The Reading Teacher*, *The Journal of Reading*, and *Reading Research Quarterly* offered with membership in the International Reading Association. Write: IRA, Six Tyre Avenue; Newark, Delaware 19711. \$15 per year (1 journal); \$20 (2 journals); \$25 (3 journals). Other publications available. Membership open to any person concerned with improving reading.

*On display in Language Arts Curriculum Laboratory, Teacher Center

Equipment and supplies recommended for purchase to facilitate the teaching of reading.

53. Headsets, jackboxes.
54. Cassette players, microphones, tapes.
55. Overhead projector and blank transparencies.
56. Laminating machine, laminating film.
57. Phonographs.
58. Controlled readers and accompanying tapes on all levels (1+).
59. Low level, high interest materials: cross-word puzzles (Continental Press and Scholastic), paperbacks (Read Magazine, Scholastic Book Services, local book suppliers, et al.), Harr Wagner--Field Enterprises Series *Deep-Sea Adventures*, *Wild Life Adventures*, *Checkered Flag Adventures*, *Morgan Bay Mysteries*, plays and choral reading (Read Magazine, Scholastic), educational comic books (King Comic Features), games (Parker Bros. et al).

60. Flash-X and/or Tachistoscope.

Personnel Services.

61. Supervisor for Language Arts (Teacher Center, 747-5706).
62. District Secondary Consultant (District Office).
63. Director of Secondary Education (District Office).
64. Materials Center (Waverly-Belmont).

- 65. Research and Evaluation (Bransford Avenue).
- 66. Pupil Personnel Services (Bransford Avenue).
- 67. Audio-Visual Services (Bransford Avenue).
- 68. Reading Task Force Staff (Teacher Center).



Allyn and Bacon, Inc.
Rockleigh, New Jersey 07647

Arco Publishing Company, Inc.
219 Park Avenue
New York, New York 10003

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, New York 11797

Benefic Press Publications
10300 West Roosevelt Road
Westchester, Illinois 60153

Bobbs Merrill Company
4300 West 62nd Street
Indianapolis, Indiana 46268

Cambridge Book Company
488 Madison Avenue
New York, New York 10022

Continental Press, Inc.
127 Cain Street, N.W.
Atlanta, Georgia 30303

Coronet Instructional Films
65 East South Water Street
Chicago, Illinois 60601

Economy Company
1901 North Walnut Avenue
Oklahoma City, Oklahoma 73105

Educational Development Laboratories (EDL)
Division of McGraw-Hill Book Company
75 Prospect
Huntington, New York 11743

Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127

Educator's Publishing Service, Inc.
75 Moulten Street
Cambridge, Massachusetts 02138

EMC Corporation
180 E. 6th Street
St. Paul, Minnesota 55101

ERIC Document Reproduction
The National Cash Register Service Company
4936 Fairmount Avenue
Bethesda, Maryland 20014

Field Educational Publications, Inc.
(also Harr Wagner Publishing Company)
609 Mission Street
San Francisco, California 94105

Garrard Press
510 North Hickory Street
Champaign, Illinois 61820

Ginn and Company
Waltham, Massachusetts 02154

Globe Book Company
175 Fifth Avenue
New York, New York 10010

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10016

Harper and Row Publishers, Inc.
49 E. 33rd Street
New York, New York 10016

Houghton-Mifflin Company
110 Tremont Street
Boston Massachusetts 02107

Incentive Publications
Box 12522
Nashville, Tennessee 37212

IRA
6 Tyre Avenue
Newark, Delaware 19711

Learning Trends: A Division of Globe Book Company
175 Fifth Avenue
New York, New York 10010

Lyons and Carnahan, Inc.
407 E. 25th Street
Chicago, Illinois 60616

MacMillan Company
866 3rd Avenue
New York, New York 10022

McCormick-Mathers Publishing Co., Inc.
1440 East English Street
Wichita, Kansas 67201

McGraw-Hill Book Company
330 W. 42nd Street
New York, New York 10036

BEST COPY AVAILABLE

Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus, Ohio 43216

Prentice Hall
Englewood Cliffs, New Jersey 07632

Random House, Inc.
201 East 50th Street
New York, New York

Scholastic Book Services
50 W. 44th Street
New York, New York 10036

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Scott Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, New York 10027

Webster Division (McGraw-Hill Book Company)
Manchester Road
Manchester, Missouri 63011

READING SKILLS/Sequence

Prerequisite Skills

- . Oral language development
- . Auditory discrimination

BEST COPY AVAILABLE

Beginning Reading Skills

- . Visual discrimination
- . Letter recognition and naming
- . Order skills (left-to-right, top-to-bottom patterning)
- . Word discrimination

Phonics Skills

- . Sound-symbol relationships
- . Blending
- . Syllabication
- . Structural analysis

Reading Comprehension Skills

- . Word comprehension
- . Sentence and paragraph comprehension

Study Skills

- . Locating information
- . Scanning
- . Rate of reading

Analysis and Appreciation

- . Synonyms and antonyms
- . Inferential language
- . Literary analysis

a
p
p
e
n
d
i
x

DIAGNOSIS/The Dolch Basic Sight Vocabulary of 220 Service Words

Dolch Word Test.

BEST COPY AVAILABLE

Words Known

0-75
76-120
121-170
171-210
above 210

Equivalent Reader Levels

Pre-Primer
Primer
First Reader (1.0+)
Second reader or above (2.0+)
Third reader or above (3.0)

p.21:#6

a	both	eight	had	know	of
about	bring	every	has		off
after	brown		have	laugh	old
again	but	fall	he	let	on
all	buy	far	help	light	once
always	by	fast	her	like	one
am		find	here	little	only
an	call	first	him	live	open
and	came	five	his	long	or
any	can	fly	hold	look	our
are	carry	for	hot		out
around	clean	found	how	made	over
as	cold	four	hurt	make	own
ask	come	from		many	
at	could	full	I	may	pick
ate	cut	funny	if	me	play
away			in	much	please
	did	gave	into	must	pretty
be	do	get	is	my	pull
because	does	give	it	myself	put
been	done	go	its		
before	don't	goes		never	ran
best	down	going	jump	new	read
better	draw	good	just	no	red
big	drink	got		not	ride
black		green	keep	now	right
blue	eat	grow	king		round

DIAGNOSIS/The Dolch Basic Sight Vocabulary of 220 Service Words . . .

run	small	them	two	wash	with
said	so	then		we	work
saw	some	there	under	well	would
say	soon	these	up	went	write
see	start	they	upon	were	
seven	stop	think	us	what	yellow
shall		this	use	when	yes
she	take	those		where	you
show	tell	three	very	which	your
sing	ten	to		white	
sit	thank	today	walk	who	
six	that	together	want	why	
sleep	the	too	warm	will	
	their	try	was	wish	



BEST COPY AVAILABLE

San Diego Quick Assessment of Reading Ability. This test consists of thirteen word lists graded from Preprimer through Junior High. The words within each list are of about the same difficulty. The first five lists can be considered primary level; the next four lists, intermediate level; and the last four lists, upper level. (Typing the words in a column on a 4 X 6 inch index card with the grade level marked on the back is the easiest way to prepare the test for administration.)

p.16:
#4

Zero errors is considered independent level; 1 error, instructional level; and 2 errors, frustration level. The teacher should begin with a list two or three sets below the student's presumed functioning level in school and have him read the words on each list until he makes two errors.

WORD LISTS

Readiness	2	4	6	8
see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	exclaimed
go	help	how	send	several
and	is	always	wide	lonely
look	work	night	believe	drew
can	are	spring	quietly	since
here	this	today	carefully	straight
10	12	14	16	
decided	scanty	bridge	amber	
served	certainly	commercial	dominion	
amazed	develop	abolish	sundry	
silent	considered	trucker	capillary	
wrecked	discussed	apparatus	impetuous	
improved	behaved	elementary	blight	
certainly	splendid	comment	wrest	
entered	acquainted	necessity	enumerate	
realized	escaped	gallery	daunted	
interrupted	grim	relativity	condescend	

DIAGNOSIS/Informal Reading Test . . .

BEST COPY AVAILABLE

18	20	22	24
capacious	conscientious	zany	galore
limitation	isolation	jerkin	rotunda
pretext	molecule	nausea	capitalism
intrigue	ritual	gratuitous	prevaricate
delusion	momentous	linear	risible
immaculate	vulnerable	inept	exonerate
ascent	kinship	legality	superannuate
acrid	conservatism	aspen	luxuriate
binocular	jaunty	amnesty	piebald
embankment	inventive	barometer	crunch

The following is an example of the score sheet that the teacher may want to make to analyze errors that students make on the Quick Test word list.

Reader _____ Tested by _____
 Age _____ Grade _____ Date of Test _____

ERROR TYPE

reversal
 consonant
 consonant cluster
 short vowel
 long vowel
 prefix
 suffix
 miscellaneous

EXAMPLE

was for saw
now for how
state for straight
cane for can
wid for wide
improved for improved
improve for improved
 accent, ommission of syllables

DIAGNOSIS/Oral Reading Tests

BEST COPY AVAILABLE

Error-Marking System for Oral Reading Passages.

- Omission:* draw two lines through the word omitted by the student.
Mispronunciation: draw one line through the word mispronounced by the student.
Insertion: write the word the student says above the correct word in the text.
Substitution: write the substituted word above, a waving line below and the word called incorrectly.
Reversal: Make an arrow above the word that is reversed.
Refusal with help: Make an X above the word.
Refusals without help: Make a double X about the word.

p. 16:
#4

As the child reads orally, the teacher follows along on a separate copy of the reading passage and marks the oral reading errors according to the above directions. The teacher can develop a method of recording the errors that is convenient for her. After she has studied the type of errors made, she can use this information to work out a reading program for the child in order to begin remediation of the reading problem.

Oral Reading Tests.

DIRECTIONS TO THE TEACHER: Ask each student to read the paragraph aloud. On a separate copy of the paragraph, mark the errors he makes. When the student has finished reading the story, ask him the comprehension questions for that story. Note the number of correct responses. Interpretation and evaluation questions do not have answers noted, since many possible replies can be accepted.

As a general rule, start with Level II for primary children, with Level VI for intermediate grade students, and with Level X for upper grade and secondary students.

Stop the test when the student makes more than 25% oral reading errors or more than 50% comprehension errors.

The independent reading level is 95% word recognition, 85% comprehension; the instruction level is 85% to 90% word recognition, 75% comprehension.

DIRECTIONS TO THE STUDENT: Read this story out loud. When you are through, I will ask you some questions about what you have read. Ready? Read.

ORAL READING TEST-LEVEL II

"Look here, Bill," said Ann.

"See my ball?"

"It can go fast."

"It can go high."

"I like my ball."

Bill said, "I like your ball, Ann."

"Look here, Bill," said Ann.

"See my ball?"

"It can go fast."

"It can go high."

"I like my ball."

Bill said, "I like your ball, Ann."

"I like your red ball."

"I like my blue ball, too." (38 words)

COMPREHENSION QUESTIONS

1. What can Ann's ball do? (go fast, go high)
2. What does Ann want Bill to do? (look at her)
3. How are the balls different? (one is red, one is blue)
4. What do Bill and Ann like to do? (play ball, play together, etc.)

ORAL READING TEST-LEVEL IV

Jim was holding a top. "Let me see you spin it," said Jack.

Jim made it go very fast. "I wish I had that top," Jack said.

Jack picked it up. "I'll give you this ball for it," he said.

"I'll even give you my cowboy hat and my red car, too. Just wait here."

Jack ran into the house. Jack came out with the ball, hat, and car. "You can have this belt, too," he said, as he took it off.

Before Jim could say anything, Jack put the ball, hat and car in his hands. Jack put the belt in Jim's hand. Jack took the top.

"Have fun with the top," said Jim. "I have another top in my room. I was going to give this one to you, but you didn't give me a chance." (138 words)

COMPREHENSION QUESTIONS

1. What was Jim holding? (a top)
2. Where did Jack go to get the toys? (his house)
3. Did Jack get what he wanted? (yes)
4. How many things did Jack give Jim? (four)
5. How do you think Jack feels now?

ORAL READING TEST-LEVEL VI

The lifeguard helps people when they are in the water. He is a good swimmer. He is strong and does not get tired quickly. He can swim fast. He must run into the water if someone needs help.

The lifeguard sits on a tower beside the water. He can see well from there. He must be able to see everyone.

Sometimes the lifeguard blows his whistle. If people do not follow the safety rules, the lifeguard talks to them. He explains what they must do to be safe in the water. The lifeguard makes sure that everyone follows the rules.

If the lifeguard sees someone who needs help, he races to the water and dives in. Soon he is at the side of the person who needs help. The lifeguard takes the person and swims back. He must carry the person in the right way. Otherwise, he could be pulled under the water by the frightened person.

On some days the lifeguard is busier than others. On hot days many people come to swim and cool off. Sometimes it is hard for the lifeguard to see all of them. He does his best to keep everyone safe in the water. (200 words)

COMPREHENSION QUESTIONS

1. Who is the story about? (a lifeguard)
2. Where does a lifeguard sit? (on a tower)
3. When he sees someone who needs help, what does he do?
(races to the water and dives in)
4. When is a lifeguard busy? (on hot days)
5. What might happen if people did not follow the safety rules?

ORAL READING TEST-LEVEL VIII

Some of the wild animals that man first tamed were sheep. They have been raised by man for thousands of years. Long ago man discovered that sheep can give him both food and clothing. Some people drink milk and they make cheese from the milk.

Most sheep are raised on the range. They graze over dry pasture lands and eat grass and other plants. Large numbers are raised in the southwestern part of the United States. Texas has more sheep than any other state. Sheep live in large groups called flocks. A flock may have as many as two thousand sheep. One sheep usually leads the flock. It is usually a male sheep called a ram.

The man who cares for the sheep is called a shepherd. He has a dog to help him. The dog keeps the sheep together by circling them. He nips at their heels if they wander too far away. The dog also helps protect the sheep

from animals who might hurt them.

By the time sheep are four months old, they are big enough to go to market. Meat from young sheep is called lamb. Meat from older sheep is called mutton. Lamb is better than mutton. Most people in the United States like lamb better than mutton. (212 words)

COMPREHENSION QUESTIONS

1. What was one of the first animals tamed? (sheep)
2. Where are they raised? (on the range, Texas)
3. Who cares for these animals? (a shepherd and his dog)
4. What is the meat from these young animals called? (lamb)
5. When they get older, what is the meat called? (mutton)
6. Why do you think people like to eat lamb better than mutton?

ORAL READING TEST-LEVEL X

"Master! Me belly walk about too much!" said the islander with a stomachache. Visitors are not surprised to hear these English words. They recognize them as a form of "pidgin."

Pidgin sounds like "baby-talk." Today it is used by many people and is commonly heard in the islands of the Pacific.

When the Western world began trading with China about 400 years ago, traders needed to talk to each other. However, they were not able to learn

each other's language. A baby-talk form of English, with a few Chinese words added, was developed. It was known as "business language." But when the Chinese said business, it sounded like pidgin.

Pidgin was used by sailors who stopped at the South Pacific islands. The natives had learned pidgin from the British sailors.

Pidgin varies from place to place because it is a combination of English and the native language. But it is always a simple language with about 1,000 words. It is a useful language. In a short time a native can learn enough pidgin to hold a job. English-speaking people are learning pidgin. They know that the natives will understand the words "My friend." (198 words)

COMPREHENSION QUESTIONS

1. What does pidgin sound like? (baby-talk)
2. Pidgin was first a mixture of what two languages? (English and Chinese)
3. How was pidgin brought to the Pacific islands? (by sailors)
4. About how many words are there in pidgin? (1,000)
5. What use is made of pidgin? (in trading and among people who speak different languages)
6. Why was it important for the people to communicate?
7. Why is trade with other countries necessary?

ORAL READING TEST-LEVEL XII

 It's hard to decide what to watch when you attend an outdoor track meet. On a flat, grass-covered athletic field, contestants are involved in jumping and throwing events. On an oval cinder path around the field, runners are competing. To the sports-minded, a track meet is as spellbinding as a science fiction adventure.

For many, the track events are the most exciting. There is always an abundance of action. If you attend a good-sized track meet, chances are you would see 100-yard and 220-yard dashes, and 440-yard, 880-yard, and 1-mile races.

When ~~ten~~ hurdle fences are put on the track, the hurdle races begin. In the hurdle races, the runners jump over these fences. There are two kinds of hurdle races. In low-hurdle races, the fences are two and a half feet high. Fences three and one half feet are used in the high-hurdle races. The length of a race determines the distance between the hurdles. They may be 10 to 40 feet apart.

In the relay races teams of four men compete. All racers run the same distance. The first man on all competing teams begins running at the sound of the gun. Each runner carries a small baton or rod. As he completes his

lap, he passes the baton to the next runner on his team. Men who race the final lap are called anchor men. Anchor men are usually the fastest runners. (241 words)

COMPREHENSION QUESTIONS

1. How long are dashes? (100 and 220 yards)
2. What kinds of hurdle fences are there? (low and high)
3. How many men are there on a relay team? (4)
4. Who is the last man on a relay team? (the anchor man)
5. How would you describe a track meet? (exciting, spellbinding)
6. Describe the place where the track meets are held.
(grass-covered athletic fields with an oval cinder track)
7. What is usually used to start a race? (a gun)
8. Why do people enjoy watching track meets?

ORAL READING TEST-LEVEL XIV

West Germany is located in central Europe. It is bordered by Denmark, Switzerland, Austria, Czechoslovakia, and East Germany. The Netherlands, Belgium, Luxembourg, and France also border West Germany. The northern shores of West Germany are washed by the cold waters of the North and Baltic seas. West Germany is the home of fifty million prosperous people.

Much of West Germany's industrial strength is based on the supply of minerals within the soil. West Germany's coal deposits are the most important in western Europe. The nation's outstanding coal fields are found in the Ruhr and the Saar regions. Despite being favored by rich deposits of coal, potash,

and rock salt, the areas must import some minerals, largely iron ore.

West Germany has had amazing economic growth in the years following World War II. Though left in ruins at the end of the war, today it is an industrial giant. Huge mills produce a stream of steel. Metal objects varying from knives to automobiles come from factories. Chemicals and textiles are products of major importance. West German workers take pride in making articles that require their skill. West German cameras, watches, and precision instruments are among the world's finest. Their capitalist system has produced one of the strongest economies in the world. (209 words)

COMPREHENSION QUESTIONS

1. How many people live in West Germany? (fifty million)
2. On what is West Germany's industrial strength based?
(minerals in the soil)
3. What kind of economic growth has West Germany made? (rapid)
4. What was it like in Germany at the end of World War II?
(left in ruins)
5. How do West Germans feel about their products? (proud)
6. How good are West German manufactured goods? (among the finest in the world)
7. What are the features of a capitalistic economy?
8. Is capitalism a good system?

Silent Reading Passages.

As the child reads the silent reading passages, the teacher observes him carefully. The teacher will ask the comprehension questions to the student and mark his answers as he responds. After recording and studying the silent reading errors, the teacher is in a position to know what silent reading skills are deficient and can work out a reading program designed to correct those skills.

DIRECTIONS TO THE TEACHER: Give an individual or a small group the paragraphs they are to read. Allow not more than two minutes for reading the selection. Then have the children turn the page face down and answer the questions in writing as you dictate them. For some students who are very slow and immature, individual administration with oral responses may be necessary. Each paragraph should be typed on a separate page.

p.17:
#4

SILENT READING PARAGRAPHS-LEVEL II (PRIMARY LEVEL)

Mother looked at the cat and dog. "Come in the house," she said. The black and white dog and the yellow cat came running into the house.

Soon Dick and Mary ran home. School was out. They got in the car with little Bill and Mother. The dog and cat got in the car. Away they went. Soon they came to the big store. All of them went in.

Mother looked at a red coat. Dick looked at some toys. Mary looked at the books. There were many things to look at. No one looked at little Bill.

Soon it came time to go home. "Where is little Bill?" said Mother. "I don't see him." Mother went looking. Dick and Mary went looking.

They walked past the toys and coats. They walked past the books and tables and chairs. They came to the beds. "Look!" said Dick. There were little Bill and the dog and the cat asleep.

- Memory: 1. What did Mary look at in the store? (books)
2. What had happened to Bill? (He was asleep.)

- Inference: 3. Do Bill, Dick, and Mary like animals? (yes)
How do you know?

- Interpretation: 4. How does Bill feel?

SILENT READING PARAGRAPH-LEVEL IV (INTERMEDIATE)

A waiter works in a restaurant. He asks people what they want to eat. He brings people many kinds of food.

When people come in, he gives them a menu. It tells what food the restaurant has. It also tells how much the food costs. After the people look over the menu, they tell the waiter what they want to eat. The waiter takes their order.

The waiter carries the order to the cook. He gets the food ready, then he takes it to the table.

As the people eat, the waiter checks to see that they have the things they need. Sometimes he brings more water, milk, or coffee. When the people have finished eating, the waiter clears the table. He finds out what they

want for dessert. The waiter gets the dessert for them.

- Memory:
1. What is the first thing a waiter gives the people?
(menu)
 2. What is on the menu? (the food the restaurant
has and its price)
 3. What does the waiter do when the people are through
eating? (clears the table)
 4. What does the waiter bring to the table after the
people have been served? (water, milk, coffee)

- Inference:
5. How does a waiter try to please his customers?
(By serving them in many different ways)
 6. What qualities does a waiter have? (interpretation
question)

SILENT READING PARAGRAPH-LEVEL VI (UPPER LEVEL)

Cattle are raised for their meat and their milk. The meat is called beef. We eat beef more than other meat.

Beef cattle are raised on ranches. A number of cattle is a herd. Herds of cattle feed on grassland. Sometimes they are fed hay. When the cattle are ready, they are sent to a stockyard.

A stockyard is where animals are kept until they are sold. In the stockyards the cattle are fattened on corn. Corn-fed cattle give rich quality beef. Buyers visit the stockyards and choose the animals they want. Buyers know how to judge the quality of meat in every animal.

From the stockyards the cattle are sent to a packing plant in trains and trucks. In the packing plant the animals are killed. Some of the meat is put in cans but most is kept fresh.

- Memory: 1. A number of cattle together is called _____
(herd)
2. Where are cattle kept until sold? (a stockyard)
3. How do cattle go to the packing plants? (in trains and trucks)
4. What happens to meat that is not kept fresh?
(put in cans)

- Inference: 5. What do cattle buyers look for in the animals they buy? (health, good weight)

- Interpretation: 6. Why are cattle important?

SILENT READING PARAGRAPH-LEVEL VIII

Muir wanted to explore a glacier that was between two mountain peaks. He and his partner left their camp on the east side of the mountain. They climbed higher through heaps of fallen logs. They reached the edge of the ice river and spiked their way to the top of the glacier. They crossed to the west side, jumping over each crevasse. On the west side they saw the edge of a forest. They turned north until they came to a huge crevasse. This led into a lake, which was full of floating ice. On the return trip they crossed one crevasse only to find a larger one. They were caught standing on an island in the ice. They

DIAGNOSIS/Silent Reading . . .

crossed the large crevasse by crawling across an ice bridge and from there back to camp.

- Memory:
1. What did Muir want to explore? (a glacier)
 2. How did they get to the top of the glacier? (spiked their way)
 3. What was in the lake? (floating ice)
 4. On the return trip where were they caught? (on an island of ice)

Inference: 5. What is a crevasse? (a deep crack in the ice)

Interpretation: 6. Why did they want to explore the glacier?

SILENT READING PARAGRAPH-LEVEL X

On June 14 of 1777, the Continental Congress--the governing body of the colonies--decided that the official flag of the colonies should be thirteen stripes alternating red and white, with a blue rectangle at the upper left-hand of the flag in which there were thirteen stars, white on a blue field.

The Congress did not prescribe an official arrangement for the stars, so several designs appeared. One designer arranged all thirteen stars in a circle. Another put twelve stars in a circle with the thirteenth in the center.

No one knows who designed the first flag, nor did the Continental Congress leave any record of why it chose red, white, and blue as the colors for the flag. Perhaps it is because the flag grew up around the British flag,

which carried those same colors.

The next change in the flag came in 1794 with the admission of two new states. The flag was altered to have fifteen stars and fifteen stripes--a star and stripe for each state. The stars were displayed in five rows of three stars each.

- Memory:
1. What group decided on the first flag of the colonies? (Continental Congress)
 2. What part of the flag did they fail to prescribe? (star arrangement)
 3. Who designed the first flag? (no one knows)
 4. Why were red, white, and blue chosen as the colors? (perhaps because they were used in the British flag)

- Inference:
5. How was the flag designed so that it might be changed as states were added? (stars and stripes could be added)
 6. Why was more than one designer used? (to obtain a variety of ideas)
 7. Why did the new country want a flag? (interpretation question)

SILENT READING PARAGRAPHS-LEVEL XII

Many of the animals we normally associate with Africa are found in Ethiopia. Monkeys and baboons abound in many regions. The elephant and the rhinoceros are seen in widespread areas. Hippopotamuses and crocodiles inhabit lakes and rivers. Snakes are common. Lions are found in parts of the country.

Leopards found there are unusually large. Fierce hyenas are everywhere, even in the nation's capital city!

The nation's capital, Addis Ababa, lies eight thousand feet above the sea level. The city has a population of half a million people. The high elevation of the city gives its residents a cool climate. Modern buildings, a hospital, a library, a museum, and a university have been built. Three miles from the city a modern airfield links Ethiopia to other countries.

- Memory:
1. What is our impression of animals found in Ethiopia? (They are normally associated with Africa.)
 2. What two animals in particular inhabit the lakes and rivers? (hippopotamuses and crocodiles)
 3. How are leopards and hyenas described? (leopards are large; hyenas are fierce)
 4. How many people live in Addis Ababa? (half a million)

- Inference:
5. What makes Addis Ababa a desirable place to live? (cool climate, modern buildings, and transportation)
 6. In what ways has Ethiopia modernized her capital? (modern buildings, airport, university, etc.)

- Interpretation:
7. Why do you think Addis Ababa is the capital?

A CLOZE TEST

(Blanks should be filled in with no prior knowledge of the selection.)

Perhaps you will enjoy a visit to the United States Treasury Building. Here are kept records _____ all government money received _____ taxes, or paid out _____ any government expenses. Officers _____ this building oversee the _____ of all national banks _____ the country. From the _____ Building, all United States _____ money is issued, and _____ it old, worn-out _____ are sent to be _____ and destroyed. You will _____ the White House, our _____ home, with its sloping _____ and lovely gardens. You _____ see the fine houses _____ representatives from other countries _____ while they are in _____. The Washington Monument is _____ 500 feet high. Its _____ tells you that it _____ built in honor of _____ first President. Visitors may _____ the top of it _____ an elevator. From it, _____ can see far beyond _____ city in all directions.

_____ Lincoln Memorial is among _____ best known of the _____ shrines, or monuments. An _____ Negro guide who was _____ visitors about the city _____, "People will tell you _____ the Lincoln Memorial is _____ most beautiful thing in _____ but I am sure _____ is the most beautiful _____ in the world." This _____ the feeling of many _____ for this building which _____ one of our country's _____ men. Another beautiful memorial _____ newly erected, is that _____

DIAGNOSIS/A Cloze Test

BEST COPY AVAILABLE

Thomas Jefferson, third President _____ our United States and _____ of the Declaration of _____.

At Arlington, across the _____ from Washington, is beautiful _____ National Cemetery. It contains _____ graves of hundreds of _____ soldiers and sailors and _____ many great statesmen.

Correct responses _____ (raw score)

$\frac{(\text{Correct responses})}{(\text{Total answers})} = \frac{\quad}{\quad} \%$

1. Compare your responses with the original passage as it is read.
2. A response is counted as correct only if the exact word is used. Synonyms for a deleted word will not be counted as correct.
3. For easy scoring mark a C over each correct response.
4. Find your raw score by counting number of correct responses.
5. Convert the raw score to a percent. Correct responses (raw score) divided by the total number of answers.
6. Identify the functional reading level at which you performed on the test by underlining one of the following:
Independent Reading Level - 57%
Instructional Reading Level - 44-57%
Frustration Level - Below 44%

Perhaps you will enjoy a visit to the United Treasury Building. Here are kept records of all government money received from taxes, or paid out of any government expenses. Officers in this building oversee the running of all national banks in the country. From the Treasury Building, all United States paper money is issued, and to it old, worn-out bills are sent, to be exchanged and destroyed. You will see the White House, our President's home, with its sloping lawns and lovely gardens. You will see the fine houses where representatives from other countries live while they are in Arlington. The Washington Monument is over 500 feet high. Its name tells you that it was built in honor of our first President. Visitors may reach the top of it by an elevator. From it, you can see far beyond the city in all directions.

The Lincoln Memorial is among the best known of the National shrines, or monuments. An old Negro guide who was showing visitors about the city said, "People will tell you that the Lincoln Memorial is the most beautiful thing in Washington but I am sure it is the most beautiful thing in the world." This expresses the feeling of many Americans for this building which honors one of our country's greatest men. Another beautiful memorial building newly erected, is that to Thomas Jefferson, third President of our United States and author of the Declaration of Independence.

At Arlington, across the Potomac from Washington, is beautiful Arlington National Cemetery. It contains the graves of hundreds of American soldiers and sailors and of many great statesmen.



DIAGNOSTIC INSTRUMENTS. No effort has been made to include all the known reading tests, nor have evaluations of the tests' merits been included. For that type of information the teacher is referred to Buros' Mental Measurements Yearbooks (available in Metro Materials Center).

Name of Test	Age Range	Publisher
California Achievement Test (Comprehension, Spelling, Vocabulary)	6-20	California Test Bureau
Dolch Basic Sight Words (Vocabulary)	6-8	Garrard Press
Gates-MacGinitie Reading Test (Vocabulary, Comprehension)	6-12	Bureau of Publications
Metropolitan Achievement Tests (Vocabulary, Comprehension, Spelling)	6-18	Harcourt Brace Co.

DIAGNOSTIC TESTS

Durrell Analysis of Reading Difficulties (Speed, Vocabulary, Comprehension, Word Attack, Auding)	6-12	Harcourt, Brace Company
Gates-McKillop Reading Diagnostic Test (Speed, Vocabulary, Auding, Word Attack, Spelling)	6-12	Teachers College Press
Gilmore Oral Reading Test (Speed, Vocabulary, Comprehension, Word Attack)	6-14	Harcourt, Brace Company
Gray Oral Reading Test (Speed, Comprehension, Word Attack, Vocabulary)	6-18	Bobbs Merrill Company
Spache Diagnostic Reading Scales (Speed, Vocabulary, Comprehension, Word Attack, Auding)	6-14	California Test Bureau

DIAGNOSIS/Standardized Tests.

BEST COPY AVAILABLE

Name of Test	Age Range	Publisher
<u>INTELLIGENCE TESTS*</u>		
California Test of Mental Maturity	5-21	California Test Bureau
Peabody Picture Vocabulary Test	2-18	American Guidance Service, Inc.
Stanford-Binet Intelligence Scale	2-Adult	Houghton Mifflin Company
Wechsler Intelligence Scale for Children	5-15	Psychological Corporation

*NOTE: Intelligence test scores are found on the cumulative record of the student. For testing a student, refer him through your school guidance department to the Psychological Services Division of Metro Schools.

TEACHER-MADE HAND TACHISTOSCOPE.



p.22:#9

PHONETIC GENERALIZATIONS. (For teacher reference only).

Short vowel rule: When there is only one vowel in a word or accented syllable and it is at the beginning or in the middle of the word or syllable, it usually has the short sound.

Long vowel rule: When there is one vowel in a word or accented syllable, and it is at the end of the word or accented syllable, that vowel usually takes its long sound. pp. 24-32
#13-28

Double vowel rule: When two vowels are together in a word, the first vowel is usually long and the second is usually silent.

The final e rule: When there are two vowels in a word or accented syllable, one of which is the final e, the first vowel usually takes its long sound and final e is usually silent.

Vowel sounds controlled by i, o, u: When there is only one vowel in a word, and it is followed by i, o or u, the sound of the vowel is neither long nor short, but is changed by the consonant sound.

The hard and soft sounds of c: When c is followed by a, e, or u, it usually takes its hard sound. When c is followed by e, i, or u, it usually takes its hard sound. When c is followed by e, i, or y, it usually takes its soft sound.

The hard and soft sound of g: When g is followed by a, o, or u, it usually takes its hard sound. When g is followed by e, i or y, it usually takes its soft sound.

SYLLABICATION GENERALIZATIONS.

Every syllable contains a sounded vowel.

• When the consonant is preceded and followed by a vowel, the syllable division usually occurs after the first vowel.

• When a word ends in *-le* preceded by a consonant, the consonant becomes a part of the final syllable. Exception: When words end in *-icle*, the *c* becomes a part of the first syllable.

• When the suffix *-ed* is preceded by *d* or *t*, a separate syllable is formed. Exception: When the *d* or *t* is doubled, one of the doubled letters goes with the *-ed*.

• When words contain prefixes or suffixes, the prefix or suffix generally forms a separate syllable.

GENERALIZATIONS CONCERNING ACCENT.

• When the word is an inflected or derived form, the accent usually falls on the first syllable.

• When the first vowel in a word is followed by a double consonant, the first syllable is usually accented.

• When syllables contain long vowel sounds, they are usually accented.

• When the final syllable of a word is *le* preceded by a consonant, the first syllable is accented.

• When a two-syllable word ends in *y* preceded by a consonant, the first syllable is accented.

• When a word has two or three syllables, the first syllable is usually accented.

• When prefixes and suffixes have been added to a word, the root word is usually accented.

• When words end in *-tion* and *-sion*, the syllable before the suffix is usually accented.

NOTE: No attempt has been made to list all generalizations; these have been chosen based on frequency of use. It is commonly agreed that these generalizations serve best as references, not as rules to be taught.

BEST COPY AVAILABLE

INSTANT WORD ATTACK KIT

RATIONALE

Anyone can teach phonics and structural analysis who is prepared to spend a few hours collecting and organizing a kit of materials for this purpose. This kit, well organized, can provide the help and support any teacher will need to teach word analysis as his role in his classroom changes.



p. 33:
#29

CONCEPT

Independence in word attack skills can improve the student's reading ability and also can increase his enjoyment in reading.

PREPARATION OF THE KIT

A. Materials

1. A large cardboard carton, preferably covered with construction paper, contact paper or self-adhesive shelf-lining paper. Alternatively, a drawer in a metal filing cabinet may be utilized for the same purpose.
2. Two or three dozen manila file folders to fit the box or cabinet drawer.

BEST COPY AVAILABLE

3. Two copies each of a graded series of workbooks and/or *Dr. Spello and Conquests in Reading* will be needed. (These items are already available in some schools.) The teachers' manuals and answer keys should be placed at the back of the box for ease of reference.
4. A copy of *PHONICS AND THE TEACHING OF READING* by Delores Durkin will be valuable. Specific lesson outlines are included in this handbook as well as an explanation of the content of phonics. p.119
#39
5. Other needs will include:
 - . Scissors
 - . Grease pencils for student use (protect these against waste by taping them near the point)
 - . Acetate page covers and/or
 - . Access to a laminating machine in the Materials Center

NOTE: Although the use of laminated materials has not been common in secondary schools, it is an easy and inexpensive technique that proves to be most useful when materials are limited.

B. Preparation of Folders

1. In the first folder, place selected diagnostic tests to determine the needs of students. Many workbooks contain such tests. Also see the section on "Diagnosis" in this text. Other practical, easy and quick ways to prepare tests for this,

folder may be found in INFORMAL READING
DIAGNOSIS: A PRACTICAL GUIDE FOR THE CLASS-
ROOM TEACHER by Potter and Rae and POWER
OVER PATTERNS by Barison and Archer.

p.117:
#29

2. In the second folder, file profile charts to record the needs and achievements of individual students.
3. In the next folders, provide, in alphabetical order, pages from the workbooks that will provide practice in the skills to be taught. Omit pages that look too juvenile. (These skills are generally listed in the teachers' editions of the workbooks and include such skill areas as initial consonants, final consonants, long and short vowels, compound words, prefixes and suffixes, syllables, etc.) Two copies of each workbook will be needed so that both sides of each page may be filed appropriately.

pp.174-175

C. Coding of the Folders

For ease of use, folders may be coded by level of difficulty as well as by skill area. Color coding within each skill level may be more desirable than grade level numbering. One example of color coding to indicate the grade level might be:

- | | | |
|---------|-----------|---|
| . Red | (grade 3) | Short a sounds and other skills at this grade level |
| . Green | (grade 4) | Long and short vowels and other skills at this level. |

D. Teacher-made Materials

1. After some practice with the manuals and professional references listed earlier, additional materials may be constructed, using the content from class texts in regular use.
2. A specific type of teacher-constructed material that provides useful, relevant practice for students who are having reading difficulty is that of removing vowels from a selection the class is studying. These students may reconstruct the paragraph and answer a few questions at the end of it. Self-checking with the original paragraph in the textbook saves teacher time.

E. Some Suggested Uses of the Kit

1. Since differences in student achievement grow greater at higher grade levels, a simple grouping plan within the secondary classroom is most helpful. Based on the results of diagnostic testing, one or several students may form the basis of a second group to work on a specific word analysis skill.
2. Some of the following management suggestions may prove helpful in avoiding the "chaos" commonly feared in initiating this kind of classroom organization.
 1. Two groups are probably enough in the beginning--although additional groups may be considered at a later date.

- . Outlining and reviewing procedures to the extent that everyone knows what is happening and what is expected provides security for the student and prevents constant interruption of the teacher.
- . Since materials should differ within and among groups, a student who generally arrives early during the class change may be enlisted to obtain the materials from an easily accessible place as well as to distribute and replace them at the end of the period. Consideration also needs to be given to providing adequate supplies from which students may select what they need without interrupting the teacher.
- . Provision of an individual folder for each student, stored in a designated place, also helps facilitate the group process. When a special student need is observed, a note, clipped to practice material from the kit, may be placed on or within his folder.
- . If the material in the kit is laminated or in a plastic cover, it can be wiped clean of grease pencil marks and used over and over.
- . If a larger group or the entire class needs practice on a particular skill, materials from the kit may be duplicated for that purpose.
- . Laminated answer keys provide for immediate reinforcement of responses and again avoid

BEST COPY AVAILABLE

interruption of the teacher, facilitating evaluation by the teacher at later time.

Composition of the small group(s) should change as mastery of skills is achieved and additional needs are diagnosed.

Planning is essential; the kit makes materials readily available.

Some total group work is desirable, for even the slowest reader can listen to and enjoy literature that is read aloud.

6. Other Useful Materials for the Kit

Gainsburg, Joseph, et al. *Better Reading*. New York: Globe Publishing Company, 1967. Chapters 7 and 9.

Gray, William, et al. *Basic Reading Skills for Junior High School Use*. Chicago: Scott-Foresman, 1957.

Halvorsen, Mabel, et al. *Phonics We Use* series. Chicago: Lyons and Carnahan, Inc., 1966.

Kottmeyer, William, et al. *Conquests in Reading*. St. Louis: Webster Publishing Company, 1968.

Kottmeyer, William, et al. *The Magic Word of Dr. Spello*. New York: McGraw Hill, Inc., 1963.

- Kottmeyer, William. *Dr. Spello*. New York: McGraw Hill, Inc., 1968.
- Monroe, Marion, *et al.* *Basic Reading Skills for Senior High School Use*. Chicago: Scott Foresman and Co., 1958.
- Niles, Olive, *et al.* *Tactics in Reading*, Books 1 and 2. (Also in kit form) Chicago: Scott Foresman and Co., 1965.
- Parker, Don. *S.R.A. Reading Laboratory, IIIA, Student Record Book*. Chicago: Science Research Associates, 1964. pp. 16-20.

VOCABULARY/Word Acquisition

SAMPLE PROFILE CHART NO. 1
(Instant Word Attack Kit)

Key: ☐ = Does not know skill

☐ = Does know skill

BEST COPY AVAILABLE

SKILL: VOWEL SOUNDS

STUDENT	CLASS	PERIOD	LONG VOWELS					SHORT VOWELS					COMMENTS
			a	e	i	o	u	a	e	i	o	u	
1. Edna	7	1											
2. Betty	8	6											
3. James	9	3											
4. Gene	10	4											
5. Helen	11	2											

NOTE: This chart may be prepared for each class or it may be restricted to individuals from several classes who need specific help as the sample above indicates. The form may be adjusted for use with any of the word analysis skills simply by changing the major heading and the sub-headings.

VOCABULARY Word Acquisition

SILENT READING CHART NO. 2
(Instant Word Attack Kit)

Key: ☐ = Needs Improvement
☐ = Satisfactory achievement

BEST COPY AVAILABLE

STUDENT	CLASS	PERIOD	COMMENTS	SILENT READING INVENTORY								
				Silent Read. Level	Vocabulary Level	Basic Comprehension Level		Inferences	Interpretation	Rate	Comments	
						Main Idea	Details					
1.												
2.												
3.												

SAMPLE STUDENT WORK SET
(Instant Word Attack #1)

DIRECTIONS: The vowels are a, e, i, o, and u. One of these vowels belongs in each blank below. Try to re-write the paragraph by placing a vowel in each blank. Then check your work with the third paragraph in the second column on page 19 of VOICES I (adapted text).

1 "r k _ r _ sy," h s fr nd s _ d. p sh n h m b c k _ nt
2 h s _ s _ t. "w 'll b nd h s n s _ l t r. F rst _ w n n
3 f nd _ t w h t m k s th s g _ s ch _ w s _ y. W 'r _
4 o sy. b t w 'r n t t _ b sy fr th t." H _ l _ n d _ t
5 f th w n d w t w r d D ck. "y _ 'r n t g n n r n
6 w y fr _ f w m n t s, _ r _ y _ ?" h _ s k d w th
7 l b r t p l t n s s. "J st fr _ f w m n t s?"

DIRECTIONS: Now answer these questions.

1. Mark the short vowels (u); the long vowels (—) and mark out the silent vowel(s) (/).

Take u it easy.

3. Divide these words into syllables. Indicate whether they are VC/CV or V/CV words. Cross out silent vowels.

VC/CV VC/CV VC/CV VC/CV
window politeness elaborate

3. What word in line 7 means "planned or carried out with great care"?
(elaborate)

7. Make your own title for this paragraph.
Response will vary

2. Complete the relationships:

- a. EASY is to HARD as SIMPLE is to (difficult)
b. NOSE is to FACE as FINGER is to (hand)

4. Underline the meaning of the word seat as it is used in line 2.

- a. a place occupied by something
b. the base of something
c. a chair, stool, or bench intended to be sat on.

6. Circle the word that describes this paragraph best:

pleasant cruel funny

COMMON PREFIXES. Fifteen prefixes account for 82% of all the words in which prefixes appear. A recommended list is as follows:

ab- (from)	abnormal, abuse
ad-, ap-, at- (to)	admit, appear, attract
be- (by)	beside, behind
con-, com-, col- (with)	conductor, commercial, collection
de- (from)	deduct, defense
dis- (apart, not)	disappear, disarm, disrupt
en-, em- (in)	engage, enjoy, embrace
ex- (out)	exit, export
in-, im- (in, into)	income, impose
in-, im- (not)	incorrect, impure
ob-, of-, op- (against, away, from)	obstruct, offend, oppose
pre-, pro- (before, in front of)	prepare, predict, projectile, promote
re- (back)	refer, remodel
post- (behind)	postpone
super- (over, above)	superior, supervisor
trans- (across)	transportation
sub- (under)	submarine, subject
un- (not)	unarmed, unbroken

COMMON SUFFIXES. There are many suffixes in English, and the majority of them have more than one meaning, so that teaching only the most common meaning may create some confusion. Those which are both fairly common and have a reasonably constant meaning include:

-er, -or, -ist, -ian (performer of)	teacher, sailor, dentist, physician
-tion, -sion (act of)	temptation, decision
-ry, -ty, -ity (condition of)	finery, safety, purity
-al (pertaining to)	formal, musical
-ble, -able, -ible (capable of being)	adaptable, forcible
-ment (result of, act of)	judgment, management
-ful (full of)	careful, wonderful
-man (one who)	policeman
-ic (pertaining to)	comic, terrific
-ous, -ious, -eous (like, full of)	joyous, laborious, nauseous

VOCABULARY/Word Building

-ence, -ance (state of)

-ly, -y (in the manner of)

repentance, persistence

truly, windy

COMMON ROOTS. The most common Latin roots are the following:

fac, fact, fic (to make or do)

sta, stat (to stand)

pos, pon (to place, put)

fer (to bear, carry)

mis, mit (to send)

tend, tens (to stretch)

vid, vis (to see)

mov, mot (to move)

spect, spic (to look, see)

ven, vent (to come)

par (to get ready)

port (to carry)

factory, fact, fiction

static, station

post, opponent, position

transfer, ferry, infer

submit, admission

tendon, tension, extend

vision, provide

move, motion

inspection, conspicuous

convention, event

prepare, repair

export, transport



BEST COPY AVAILABLE

CLEAR THINKING CHART

COMPREHENSION/Thinking Critically

BEST COPY AVAILABLE

p. 79: #149

20

CLEAR THINKER!

19

Quasi-Clear Thinker

18

Semi-Clear Thinker

17

Occasional Thinker

16

Weekend Thinker

15

Holiday Thinker

14

February 29th Thinker

13

Gullible Gus Genius

12

Robot's Rationality

11

Turtle Creek Turkey

10

Mother-in-law Mentality

9

Propagandist's Puppet

8

A Biker's Bonanza

7

A Deluder's Delight

6

Brooklyn Bridge Buyer

5

Pool Hustler's Pigeon

4

A Dingbat's Deduction

3

Whippy Dip Wit

2

A 14 Karat Ring A-Ding-Ding

1

The Crackerjack Prize

0

What the Number Implies

-1

-2

-3

-4

-5



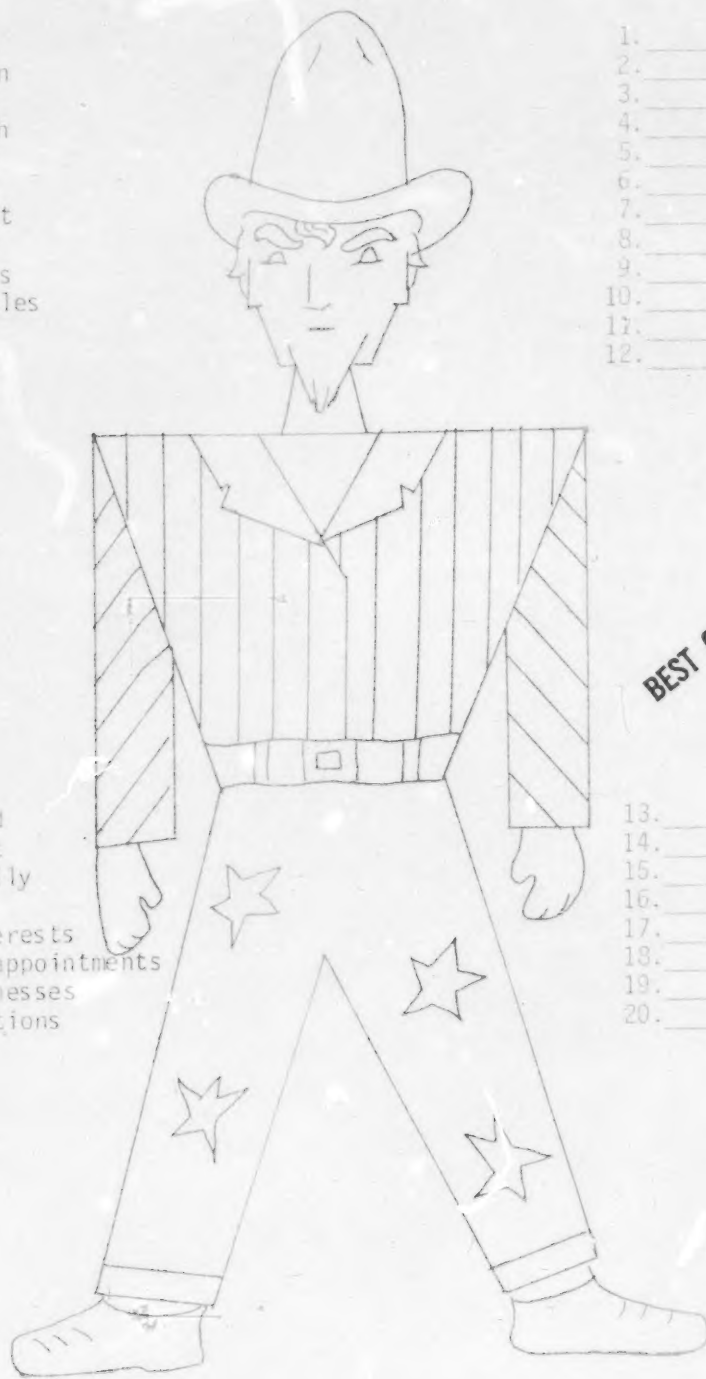
whoopie

DING-A-LING
SECTION

4.73:8/33

1. head
2. brain
3. ears
4. mouth
5. neck
6. body
7. heart
8. arms
9. hands
10. muscles
11. legs
12. feet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



13. food
14. fist
15. family
16. job
17. interests
18. disappointments
19. illnesses
20. emotions

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

BEST COPY AVAILABLE

COMPREHENSION/Thinking Critically

BEST COPY AVAILABLE

FOGG READABILITY SCALE: *"Finding the Reading Difficulty of a Book"*

- Choose three selections of 100 words. Take one from the beginning, middle, and the end of the book.
- Count the number of sentences in each passage. Part of a sentence counts as a sentence.
- Divide the number of sentences into 100 to get the average sentence length.
- Count the difficult words (3 syllables or more). Exceptions: compound words are not counted; proper nouns and adjectives are not counted; three syllables by added ending are not counted. More specifically, the endings -es, -ing, -er, -est, -ed, -en, and -ly are not counted.
- Add the number of difficult words to the average sentence length.
- Multiply this total by .4. This should equal the grade level in years and months.
- Take an average of the three totals for a more reliable estimate.



DIRECTED READING LESSON. A guided reading lesson usually follows five sequential steps. These are:

1. Motivating an interest in the reading lesson by
 - Studying the pictures that illustrate the story;
 - Talking about new or unusual words in the story;
 - Relating the ideas in the story to the background of experience of the class;
 - Setting up a purpose for reading, i.e., reading to find out something.
2. Teaching new vocabulary and reviewing words "that cause trouble" by
 - Presenting new words in meaningful ways;
 - Practicing flash card drills;
 - Playing games that teach or give practice matching, comparing, arranging, etc., the basic vocabulary.
3. Guiding the silent reading of the lesson by
 - Asking guide questions so that pupils read to find out specific information;
 - Completing the story section by section with attention to understanding the plot of the story;
 - Checking pupil's understanding as indicated throughout the story.
4. Interpreting the story by
 - Reading orally conversation parts;
 - Reading orally favorite parts;
 - Retelling the ideas in the story in proper sequence;
 - Reading sentences or paragraphs to answer specific questions or to evaluate pupils' opinions;
 - Evaluating the happenings in the story with such questions as: Would you have done what Bob did? or, Is this true or only imaginary?

5. Providing related activities (follow-up) by
 - Using seatwork exercises to give further practice on vocabulary, attention to phonetic and structural skills, and comprehension checks.
 - Extending the lesson through free reading at the book table; searching encyclopedias for additional information; art work, writing, dramatization as related to the lesson; shared oral reading in small groups.

notes...

SQ3R

Survey. Glance over the headings in the chapter to see the main points that will be developed. Also read the final summary paragraph if the chapter has one. This survey should not take more than a minute and will show the three to half a dozen core ideas around which the discussion will center. This orientation will help to organize the ideas as you read them later.

Questions. Now begin to work. Turn the first heading into a question. This will arouse your curiosity and so increase your comprehension. It will bring to mind information already known, thus helping you to understand that section more quickly. And the question you have raised in your mind will make important points stand out while explanatory detail is recognized as such. Turning a heading into a question can be done upon reading the heading, but it demands a conscious effort on the part of the reader to make this query for which he must read to find the answer.

Read. Read to answer that question, that is, to the end of the first section. This is not a passive plodding along each line, but an active search for an answer.

Recite. Having read the section, look away from the book and try to recite briefly the answer to your question. Use your own words and include an example. If you can do this, you know what you have read; if you can't, glance over it again. An excellent way to do this reciting from memory is to jot down cue phrases in outline form on a sheet of paper.

Review. When the lesson has been completely read, look over your notes to get a bird's-eye view of the points and their relationship and check your memory as to the content by reciting on the major subpoints under each heading.

READING INTEREST INVENTORY

Year in School _____ Boy _____ Girl _____

Name _____

BEST COPY AVAILABLE

You have, right now, the best possible information about what high school students like to read. Will you share it with us by answering as thoughtfully as possible the following questions?

1. What do young persons like you most want to read about? _____

2. What kind of book or article would you choose to read above all others? _____

3. Suppose you were going to write a book or article that persons of your age would all want to read, what would be its title? _____

4. Write a paragraph or two showing how you think this book should be written to appeal most to the boys and girls in your class.

(Use the back of this page to answer the above question)

5. Think of the books you have read this year that you just could not stand. What was in it that caused your dislike so much? _____

6. Think of the books or articles that you have liked most. What was it that made you like them so much? _____

READING/Appreciation

7. Which book or article that you have read during the last year interested you most keenly? Give the author, _____, magazine or book _____, and date (if you remember it). Then write as much as you can about the book or article and why you liked it so much. You may use the other side of the page.

notes...

BEST COPY AVAILABLE

WAYS TO SHARE BOOKS.

- After students have read novels for pleasure, ask each to write and edit the front page or more of a newspaper that might have been published in the era, city, village, or country in which his novel took place. He may include news items, human interest stories, letters to the editor, editorials, feature columns and departments, advertisements, and even birth and obituary notices.
- Give students a schedule of book reporting days for an entire semester. (This gives students sufficient time to regulate their reading time.) Plan to use Fridays for written reports and Mondays for oral reports. Procedure: Prepare a form containing pertinent questions for the students to complete on Friday. Use these forms to evaluate the students, as well as to divide the students into groups of ten for Monday's oral reports. (Shuffle these papers to avoid all girls in one group, etc.) On Monday place the students in groups and provide them with a checklist assigning points for evaluating each report as they listen. The checklist will help students to listen critically to their fellow group members as they present their reports. Direct the students to tell the group, in turn, about their books. Designate a chairman to tally the points.
- Publish a book review column for your school paper or a monthly book review sheet with very short book reviews and reactions to books read.
- Arrange a book reporting session as a television program, such as "I've Got A Secret." A panel of "experts" could ask a person questions in order to find out what book was read.
- Make a crossword puzzle on a theme derived from a book. Duplicate enough to give each member of the class.
- Make and decorate a book jacket as well as writing an advertisement to accompany the book.
- Draw a series of pictures on a long sheet of paper and put it on a roller for a "movie" of the series.

- . Plan a pantomime and have students guess the title of the book.
- . Plan and present a puppet show to illustrate a book.
- . Poetry books may be shared by writing or selecting music to accompany a favorite poem.
- . Use favorite poems for choral reading.
- . Stretch a cord across the room on which to display drawings depicting books the students have read. Use the caption "A Line of Good Books."
- . Have students choose a general subject such as aviation, space, war, medicine, theatre, social problems, etc. Then have them prepare a four-page brochure supposedly published for a limited group of specialists in the field.
- . After reading travel books, students pretend they are the authors who have been invited to speak on their travel experiences to a particular group--Rotary Club, Geographic Society, Travel Trailers Association, etc. Within a set time he selects and recounts the episodes and adventures in the book which will have the greatest appeal to his special audience. He may use maps, costumes, music on tape, etc. to enhance the presentation.
- . Have each student prepare ten discussion-type questions and submit them to the teacher who spots duplicate ideas and requests substitutions and then selects the 15 most provocative contributions. None of the questions, which are written on separate 3 x 5 cards, are revealed to the other participants. On the day of the report, the students sit at a desk in front of the class and each takes in turn a card at random and answers questions on it. If an answer does not satisfy an individual who created the question, he can probe for a better answer.
- . After reading a novel, biography, or nonfiction, all class members construct five general questions, each on a 3 x 5 card, that could apply to any book. The cards are placed in a box, the class is divided into two teams, and the old spell-down game is brought into play. If a student cannot answer a question on the basis of his book, he is dropped from his team. Success depends upon framing questions that apply to books in general.

- When students have completed a novel, they each take on the identity of one of its major or minor characters and write three entries of at least 150 words in the diary of that person. The entries need not be for successive days. Naturally the writing will be most effective if its style typifies the character or in some cases reproduces the language of the time.
- Assign students to read any book written by a local author. Invite the author as a guest speaker for a combined session of all Language Arts classes. Allow time for questions.
- Have students write a 200-300 word defense of one of the following statements, basing their remarks on a just-read book:
 - (a) This book should be included in a capsule buried today to be dug up in 100 years.
 - (b) This book should be read by every thinking American.
 - (c) This book should be in every English classroom library.
 - (d) This book should be on a list of recommendations for leisure and summer-time reading.
 - (e) This book should be required for every student who plans to major in English in college.
 - (f) This book should replace _____, which is now required reading in the English corner.
 - (g) This book should be removed from the library shelves.
 - (h) This book should be read by every student who hates to read.
 - (i) This book doesn't deserve its popularity.
- Provide a good collection of paperback books, which have had pockets placed inside the back cover. Whenever students have finished reading one of the books, ask them to critique it on a brief form (prepared by the teacher) and place the form in the pocket for the next reader to see. An alternative would be to have them prepare a book marker instead.

BEST COPY AVAILABLE

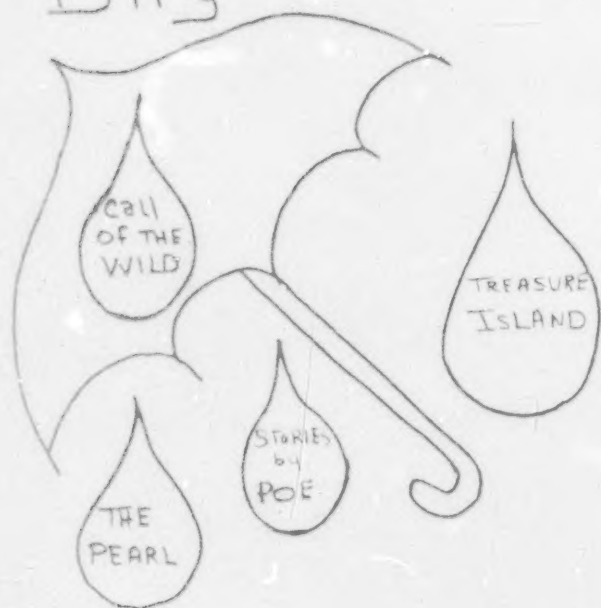
LOOK

NEW BOOKS

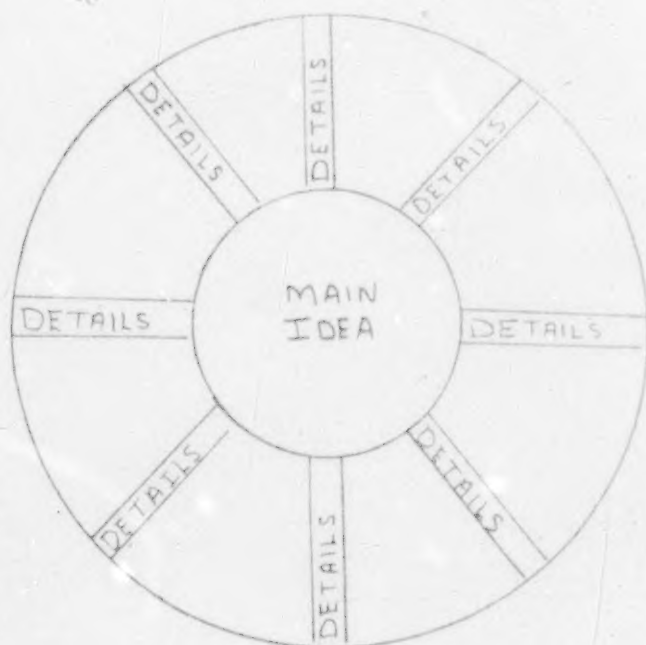
IT'S READING
KICK-OFF
TIME



READ BOOKS ON A RAINY DAY



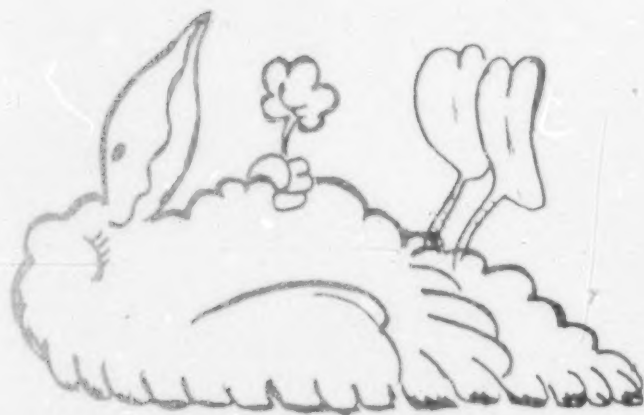
BEST COPY AVAILABLE



LOOK FOR



DON'T BE DEAD
AS A
DODO



READ

READING POINTS
THE way



BEST COPY AVAILABLE

CRACK OPEN
A GOOD BOOK
OR TWO
THIS FALL



UNTANGLE THE WEB OF
IGNORANCE
READ